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ABSTRACT

This curriculum bulletin provides a curriculum for a one-year course in fashion merchandising, offered in the third year of the marketing education sequence. It is designed to give students majoring in marketing a survey of basic information about the field of fashion merchandising. Students are offered the opportunity to become familiar with a variety of careers throughout the fashion industry from raw material production to department store advertising. The curriculum bulletin suggests a variety of hands-on activities in 10 units: introduction to fashion merchandising, materials of fashion, manufacture and production of fashion apparel, haute couture and ready-to-wear, accessories, retailing, budgeting, planning and controlling stock, fashion promotion, and coordinating the fashion image. The activities, which reinforce the theories and techniques offered in the classroom, culminate in the production of a complete fashion show (unit XI). Each unit contains these sections: performance objectives, related vocabulary, development, and activities. Appendixes include a sample report outline and sources of information. (YLB)

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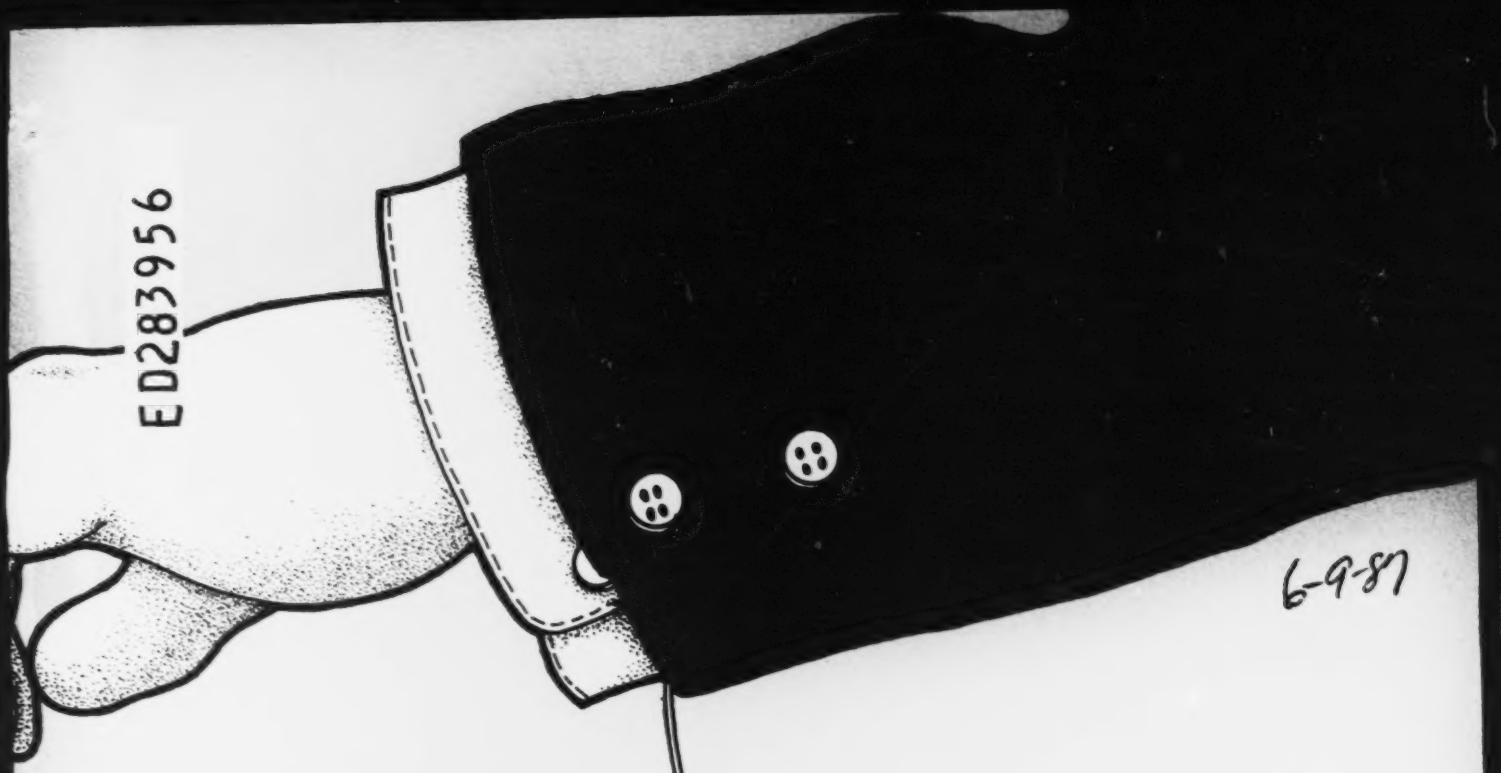

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FASHION MERCHANDISING

New York City Board of Education
Division of Curriculum and Instruction
Division of High Schools

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FASHION
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New York City Board of Education
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Foreword

Fashion Merchandising is a one-year course, offered in the third year of the Marketing Education sequence. It is designed to give the students, whose major is marketing, a survey of basic information about the field of fashion merchandising.

This curriculum bulletin offers students the opportunity to become familiar with a variety of careers throughout the fashion industry from raw material production to department store advertising.

This document suggests a variety of hands-on activities, culminating in the production of a complete fashion show, which reinforce the theories and techniques offered in the classroom. Teachers are encouraged to develop additional activities to meet the individual needs of their students.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

Acknowledgments

Fashion Merchandising was a joint project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director; and the Division of High Schools, Sylvia Ballatt, Executive Director.

Supervision of the project was provided by Myrna Wohlberg, Administrative Superintendent, Office of Career and Occupational Education, and Norman Watnick, Director of the Bureau of Business and Marketing Education, Division of High Schools.

Mary Gaskin, Director, Office of Curriculum Services for Career Education, Division of Curriculum and Instruction, supervised the review, preparation, and production of the publication.

The original manuscript was written by Bonnie Kowaldo, Seward Park High School; Norman Blume, Murry Bergtraum High School, and Pearl Klein, Samuel J. Tilden High School. The manuscript was reviewed by Mr. Watnick and George Vikos, Marketing Education Specialist, Bureau of Business and Marketing Education, with the assistance of the Fashion Merchandise Curriculum Committee.

The curriculum was revised and edited by Judy Goldberg. Lawrence King was the word processor and Catherine Nunn designed the cover.

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Suggested Time Frame

UNIT	# OF WEEKS	TESTING DAYS
I	1	
II	3	1
III	3	1
IV	4	1
V	2	1
VI	3	1
VII	4	1
VIII	4	1
IX	2	1
X	1	1
XI	5	1
Subtotal	32	10 = 2 weeks

Total Weeks 34

Unit I

Introduction to Fashion Merchandising

PERFORMANCE OBJECTIVES Students will be able to:

- define the term fashion.
- list at least ten fashion occupations and describe five tasks performed in each job title.
- draw a fashion career ladder.
- explain the five elements which contribute to success in fashion merchandising.

A. Careers in Fashion

DEVELOPMENT

1. Introduce the topic of fashion careers using several want ads. Note the titles of jobs, experience required, salary, and educational requirements.

2. Refer to the Occupational Handbook and Dictionary of Occupational Titles for specific data on careers.

3. Develop a career ladder for each of the following occupations: manufacturing, retailing, and fashion coordination services.

4. Have class discuss job titles found in each career ladder using the following as a guide:

   . Trainee
   . Service
   . Technician
   . Craftsman
   . Manager
   . Department head

5. Discuss the influence of the following five areas on advancement up the career ladder:

   . Salary
   . Education
   . Experience
   . Personal skills
   . Work ethic

ACTIVITIES

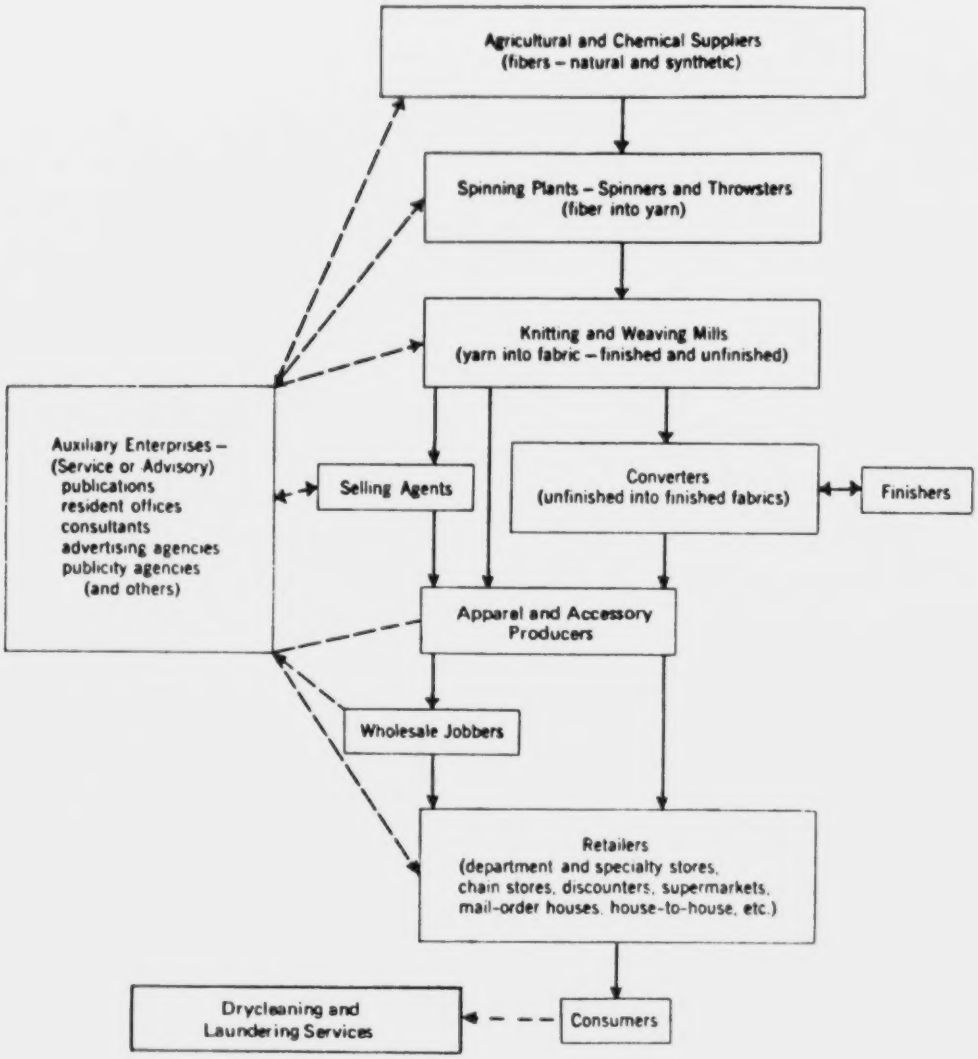
1. Arrange for field trips to businesses in the fashion industry and for speakers from industry.

2. Have students write letters of application for jobs listed in want ads, in terms of the following elements:

   . job title
   . experience
   . education
   . salary history
   . personal skills

3. Distribute copies of the Fashion Industry Flow Chart on the following page and discuss the many entry-level jobs in each facet of the industry. Have the students report on the career paths offered in each area.

Fashion Industry Flow Chart



Profile of Occupations in Fashion Merchandising

Entry Jobs

OCCUPATION	PLACES OF EMPLOYMENT	WHAT WORKERS DO
Advertising Assistant	Retail Stores Resident Offices Advertising Agencies Central Buying Offices	Follow through on ads; keep advertising sample books; assist where needed.
Comparison Shopper	Retail Stores Central Buying Offices	Shop competing stores, compare prices, observe active-selling items; report findings to buyers.
Assistant to Copywriter	Retail Stores Advertising Agencies Central Buying Offices Resident Offices	Assist in writing copy.
Display Assistant	Retail Stores	Collect merchandise from departments; help execute window and storewide displays.
Executive Trainee	Wholesale Firms Manufacturing Firms Retail Stores Central Buying Offices	Receive temporary assignments in various departments of all the major divisions.
Assistant to Fashion Coordinator	Central Buying Offices Resident Offices Manufacturing Firms	Help coordinator in producing fashion shows; research fashion; collect and cut fabric swatches.
"Flying" Squad	Retail Stores	Receive temporary selling and other assignments where needed.
Merchandise Clerical	Retail Stores Manufacturing Firms Wholesale Firms Resident Offices Central Buying Offices	Record information on merchandise ordered, received, and sold; prepare special stock and sales reports.
Merchandise Needs Distributor	Retail Distribution Centers	Collect information about individual store needs and allocate merchandise which has has been bought.

Entry Jobs (cont'd)

OCCUPATION	PLACES OF EMPLOYMENT	WHAT WORKERS DO
Merchandise Trainee	Retail Stores	Receive periodic assignments in different merchandise departments to learn the various aspects of merchandising.
Office "Follow-up"	Resident Offices	Follow up on buyers' orders for delivery and shipping dates; place special orders and reorders.
Photo Stylist	Photo Studios	Accessorize and fit merchandise that is being photographed.
Salesperson's Assistant/Showroom Sales Assistant	Wholesale Firms Manufacturing Firms	Assist salesperson when he/she shows merchandise to buyer, and render services to customers.
Salesperson	Retail Stores	Service customers; transact sales; help with stockkeeping.
Shopper		Shop retail stores and textile firms; observe and report new and/or active-selling items.
Stock Person	Retail Stores Wholesale Firms Manufacturing Firms	Receive and store incoming merchandise; keep merchandise properly arranged; participate in stock control.

B. Definitions of Terms

RELATED VOCABULARY

fashion	style
merchandising	classic
fashion trend	fad
fashion cycle	

DEVELOPMENT

1. Develop definitions of terms in a group discussion with the class. Use words found in fashion advertisements and the text as the basis for a notebook glossary that each student should maintain.

2. Put the American Marketing Association's definition of marketing as "the performance of business activities directed toward the flow of goods and services from producer to user" on the chalkboard. Explain, using this definition, that merchandising is the part of marketing which plans and supervises the selling of a particular item or service at the times, places, and prices, and in the quantities, that will best serve the objectives of the business or company that produces or manufactures the product.

3. Tell students that the fashion field encompasses a multitude of activities, including personal selling, wholesale selling, advertising, publicity, visual displays, coordination of manufacturing and marketing, product development, market research, storage and warehousing, transportation, and financing.

4. After students understand the meaning of merchandising, have them enter the terms that apply to the fashion industry in their notebook glossaries. The basic terms should include:

a. Fashion	-	A style or group of styles accepted by a majority of consumers at any one time.
b. Style	-	Generally defined as a characteristic, distinctive, or prevailing mode of presentation. In apparel, however, it is the characteristic or distinctive appearance of a garment.
c. Fashion trend	-	Projections of the group of styles that will be accepted by a majority of consumers in the next several years.
d. Fashion cycle	-	The rise, widespread popularity, and then decline of a style or group of styles.
e. Fad	-	A short-lived fashion popular with a relatively small group of people.
f. Classic	-	A basic style that remains fashionable for an extended period of time.

ACTIVITIES

1. Have a class discussion based on the following questions:

   a. Why do fashion merchandisers promote change?
   b. Why do people continually update their wardrobes?
   c. How are the wardrobes of teenagers different from those of their parents?
   d. How are children's wardrobes different from those of teenagers?

2. Have each student cut and paste in a notebook two examples each of adult, teen, and children's fashion from fashion advertisements. Each pasteup should include the name of the producer of the garment and the retailer who is selling it.

3. Have students report on the retail enterprise in their neighborhoods.

Unit II

The Materials of Fashion

Textiles, Leathers, and Fur

PERFORMANCE OBJECTIVES Students will be able to:

- identify the role of manufacturers of textiles, leathers, and furs.
- describe the process for making textiles.
- describe the impact of textiles on fashion styles.
- discuss the effect of foreign competition on the American market.
- explain the role of the U.S. government in the protection of consumers through labeling law legislation.
- describe how furs and leathers are processed and their impact on fashion styles.

A. Textiles

RELATED VOCABULARY

yarn
fiber
filament
plain weave
twill weave
natural fiber
synthetic fiber
herringbone
stability
wash-and-wear
jacquard weave
nylon
spandex
Orlon
Dacron
converter
TFPIA

DEVELOPMENT

1. Using samples of various materials, explain that textiles, or fabrics, are the basic materials of fashion. They are more widely used than leather, suede, or fur in the manufacture of fashion wear.

2. Define a textile fabric as cloth or material made from fibers by weaving, knitting, braiding, felting, knotting, laminating, or bonding.

3. Explain to the students that the fibers used in textiles are either natural or manmade (synthetic). Natural fibers are either vegetable, such as cotton, flax, and linen; or animal such as silk, wool, or cashmere. Manmade fibers are chemically produced and include a wide array of textile fibers, such as polyester, nylon, rayon, and Orlon, many others.

4. Explain that designers begin with textiles, which are the materials needed to create fashions.

5. Using illustrative material, show the class that designers and manufacturers have designs sketched or cloth draped on figures to st for balance. Explain that balance and durability are the importan criteria used in the section of textiles.

6. Indicate to the students that color and design are based upon consumer needs, available raw materials, texture, and content of raw materials.

7. Show the class samples of some of the different knots and weaves used in making cloth. Discuss the purpose of knitted fabrics in the design process.

8. Ask the students why the use of blends of natural and synthetic fibers and yarns has become increasingly popular in the production of textiles. Elicit that these fibers offer increased wearability and ease of care.

ACTIVITIES

1. Take the class to visit "The Mill" at Burlington Industries, 1345 Avenue of the Americas, to see and have each of them report on the various processes used in weaving and knitting textiles.

2. Start a textile scrapbook with the class. Have students bring in swatches of various textiles. Attach a list to each swatch containing fiber content and whether it is synthetic or natural type of weave or knit, and care instructions. The book should also include advertisements for garments made of specific textiles and institutional ads for wool, cotton, synthetics, silks, etc.

3. Have the students create various weaves using paper strips as warp and filling.

4. Have students examine the clothes they are wearing and list the materials used and whether they are natural or manmade.

5. Assign students to find three traditional fabrics in their homes and classify them according to fabric name, fibers used, description of the fabric, and the end product.

6. Demonstrate some simple tests such as the burning test, the wet-dry strength test, or a simple acid test to identify the fiber content of several unknown fiber fabrics. Have students perform similar tests.

7. Arrange a field trip to a fiber producer, cotton gin, cotton or wool warehouse, or the opening room of a mill.

B. Furs

RELATED VOCABULARY

prime furs	cold storage
dye	canvas
breeder	skins
suede	let-out
pattern making	skin-on-skin
cutter	zigzag seam
matcher	V-shape
machine operator	straight seam
nailing	stapling
gills	flank
plate	EMBA

DEVELOPMENT

1. Explain that furs are generally divided into two categories: sport furs, such as fox, raccoon, beaver, coyote, muskrat, and nutria; and classic furs such as mink, sable, and chinchilla. Although mink alone counts for the majority of furs sold, the sport furs are growing in popularity.

2. Discuss the method of raising fur-bearing animals, explaining the advantages of farm-bred animals over trapped animals.

3. Discuss the history of the fur industry, its inception in the United States, and the countries that now breed fur-bearing animals.

4. Have the class consider and then discuss the impacts of:
   a. availability of furs
   b. costs
   c. environmnetal conditions
   d. use of "fake furs"

5. Define some of the terms of the trade, such as:

   a. Prime furs - Furs that are taken from animals in the winter when their coats are thickest are called <u>prime</u>.

   b. Case-handled skins - These furs are made from the buffed underside of an animal's hide. Example: <u>suede</u>.

   c. Open-handled skins - This type of fur is made by cutting an animal's skin in a split fashion down a mid-line and along the inner surface of its limbs. It is cured and dressed flat.

6. Discuss the procedures used in the preserving and dying of furs. Tell the class that furs are dyed to suit the colors that are fashionable at any particular cycle.

7. Explain the laws and regulations that govern the labeling of furs.

8. Using illustrations, describe the processes and steps used in making a fur coat.

9. Discuss the problem of fur-bearing animals and their extinction and the steps necessary to ensure the availability of fur in the future.

10. Distribute a list of the major commercial fur-bearing animals based on their family groups:

a. Rodent family
   1. Beaver
   2. Nutria
   3. Muskrat
   4. Marmot
   5. Squirrel
   6. Chinchilla
   7. Coney

b. Weasel family
   1. Russian sable
   2. Hudson Bay sable
   3. Ermine
   4. Mink
   5. Skunk
   6. Badger

c. Cat family
   1. Leopard
   2. Ocelot
   3. Lynx

d. Canine family
   1. Red fox
   2. Silver fox
   3. Cross fox
   4. White fox
   5. Blue fox
   6. Gray fox
   7. Wolf

e. Hoofed animals
   1. Persian lamb
   2. Broadtail
   3. Caracul
   4. Mouton-processed lamb
   5. American Broadtail-processed lamb
   6. Kidskin
   7. Guanaco

f. Miscellaneous
   1. American oppossum
   2. Australian oppossum
   3. Raccoon
   4. Alaska seal

Textile Scrapbook

_____ Content

SWATCH*

Weave

_____

Characteristics

Uses

Care

Types of Finishes

_____ Content

Fiber
Ply

Ply

_____

Characteristics

Uses

ADVERTISEMENTS

EDITORIAL AND
FASHION ARTICLES
ABOUT TEXTILES AND
FABRICS

* Add content and care labels where possible.

ACTIVITIES

1. Have students add fabrics from different mills with captions to identify country of origin to the ongoing textile scrapbook.

2. Have the class write to various Chambers of Commerce to request literature giving reasons for consumers to "Buy American."

3. Mount fur samples for identification and have students label parts. Ask them to identify and state characteristics of fur (animal color, length, etc.); list uses and care.

4. Contact EMBA (Eastern Mink Breeders Association) for literature and poster.

5. Bring in five fur advertisements, and have students:

   a. Identify types of furs mentioned in the ads.

   b. Count how many were dyed or color-changed.

   c. List all construction terms used and define them.

6. Have students research and then write a report on why people have boycotted Canadian seals. Has it been effective? Why?

7. Have a class debate on the topic:

   Resolved that: Fake furs are more economical and humane than natural furs.

C. Leather

RELATED VOCABULARY

skins	tanning	shearling
hides	last	embossing
split	tranks	mocha
top grain	cabretta	pelt

DEVELOPMENT

1. Show students an assortment of leather samples and define leather for them as the skin of an animal that has been tanned or dressed to make it soft, flexible, and resistant to decay. Have the students discuss the variations in texture, color, and types of leather.

2. Explain that the most common leathers for accessories such as shoes, gloves, and handbags are calfskins, kidskins, and capeskins.

3. Describe the preparation of raw leather, including:

   . Soaking
   . Fleshing
   . Dehairing
   . Bating
   . Pickling
   . The rockers
   . The lay-away vats
   . Washing
   . Oiling
   . Drying

4. Show samples of leathers that have been tanned using different processes and have students discuss the differences in color and textures.

5. Describe different methods of finishing and dyeing leathers and display samples of each one.

6. Explain that leather is classified by the animal family from which it came:

a. Cowhides and calfskins
   1. Saddle leather
   2. Rawhide
   3. Scotch grain

b. Buffalo hides

c. Horsehide

d. Deer, elk, and antelope skins

e. Kid and goat skins
   1. Gold kid
   2. Silver kid
   3. Bronze kid
   4. Glace kid
   5. Smooth kid
   6. Morrocco leather
   7. Crushed kid

f. Kangeroo skin

g. Sheepskin
   1. Shearling leather
   2. Chamois skins
   3. Mocha leather
   4. Parchment
   5. Capeskin

h. Pigskin

i. Marine Animals
   1. Walrus
   2. Alligator

j. Reptile family
   1. Lizard
   2. Snakeskin
   3. Reptile

k. Bird family

7. Talk to the students about leather substitutes, such as patent leather, simulated leather, and plastics.

8. Ask the class to list some of the products made of leather. Elicit handbags, gloves, wallets, belts, shoes, boots, pants, briefcases, attache cases, footballs, saddles, and others.

9. Tell the class that the three main leather products used in fashion are handbags, gloves, and shoes. Then, using newspaper or magazine advertisements as illustrative material, point out different styles of shoes and gloves.

10. Draw a diagram of a shoe and a diagram of a glove on the chalkboard and have students copy them, or pass out copies of diagrams and have students label the diagrams and write down the names of the parts of each item in their notebooks.

11. Explain that different leathers are produced in different parts of the world by different animals:

Calfskin	-	United States (main producer)
Kid and goat skins	-	Europe, Asia, Africa, and South America
Capeskins (sheep)	-	South Africa and South America
Pigskin (peccary skin)	-	South and Central America
Cabretta (sheep)	-	South America
Goatskin	-	South America, South Africa, India, Spain
Buckskin (deer, elk)	-	Mexico, South and Central America, People's Republic of China
Mocha (sheep)	-	Asia, Africa

12. Explain that the price of leather is based on supply and demand. Discuss the fact that less expensive foreign imports from Italy and South America have had an effect on the American market.

ACTIVITIES

1. Leather Scrapbook

   a. Provide samples of leather and suedes. (Source of Material: Contact Leather Industries of America, 411 Fifth Avenue, for leather samples and literature.) Have students mount in scrapbook and identify:

      1. tanning method
      2. dye used
      3. other finishes
      4. animal source
      5. ultimate use

   b. Have students collect advertisements with captions describing types of leather used in a variety of fashion items: jackets, coats, slacks, boots. Point out the differences in the shoes or boots that students are wearing.

2. Have students do a sales demonstration of a leather product.

3. Show samples of types of different leathers and have students suggest the end-use product for each type of leather and justify their suggestions.

4. Assign students to analyze the display window of a local shoe store and list the styles that are featured in current fashion magazines. Based on their observations, have the class list the most important current shoe fashions.

5. Arrange for a class visit to the plant of a glove manufacturer.

6. Have students name the styles and identify the leather of the handbags carried by the students in the class.

7. Demonstrate, using a last, how uppers are nailed to last and the steps in making and finishing shoes.

Unit III

The Manufacture and Production of Fashion Apparel

The Garment Center

PERFORMANCE OBJECTIVES Students will be able to:

- describe the development of, and the need for, a garment center.
- outline the development of the labor force in the United States and its effect on the growth of the garment industry.
- identify at least four American designers.
- identify the steps in production planning.
- locate the secondary garment industry centers and the regional apparel marts throughout the country.

A. The History of the Women's Apparel Industry in the United States

RELATED VOCABULARY

apparel marts	inside shop	petites
designer lines (better)	outside shop	junior
moderate-priced lines	knock-offs	misses
budget lines (popular)	piracy	women's
trade papers	ILGWU	sweatshop
industrialization	garment center	"cottage industry"

DEVELOPMENT

1. Using a timeline or some other visual device, trace the major events in the history of the women's apparel industry in the United States.

a. 1870	-	Ladies ready-to-wear industry begins with the manufacture of cloaks.
b. 1880-90	-	Large European immigration of craftspeople trained as dressmakers.
		Mail-order houses such as Montomery Ward and Sears Roebuck and Company were opened.
c. 1900	-	First women's suits, skirts, and blouses produced in factories.
		Workers formed the International Ladies' Garment Workers Union (ILGWU) to fight sweatshop conditions.
d. 1906-10	-	Strikes begin to pave the way for collective bargaining.
e. 1911	-	Triangle Shirtwaist Factory fire kills 146 workers and leads to revision of the labor laws.
f. 1914	-	Clayton Antitrust Act.
g. 1917	-	World War I ends and the women's apparel industry passes the $1 billion a year mark.
h. 1920-30	-	Rise of the labor unions during the depression. The formation of the American Federation of Labor (AFL) and the Congress of Industrial Organizations (CIO).

i. 1920s - Mail-order companies opened retail stores in rural areas to meet the competition of city stores now accessible by automobile.

j. 1940 - Changing immigration patterns shift the ethnic composition of the majority of ladies' garment workers.

k. 1941 - World War II

l. 1960 - Mergers begin to change the industry from one dominated by small firms to one run by conglomerates such as Gulf & Western.

m. 1970s-80s - Unions now contribute more than collective bargaining. The ILGWU runs technical schools, subsidizes housing, sponsors vacation resorts.

n. 1980 - The factory value of shipments made by the women's apparel industry totaled over $46.7 billion.

2. Explore some of this history in greater depth.

   a. Discuss the conditions that existed in the sweatshops and ask students how they would react to having to work under these conditions.

   b. Describe the changing ethnic character of the labor pool brought about by immigration. Before World War I the union membership was largely Jewish, by the mid-1930s it was nearly half Italian, and by 1940 many of its members were Puerto Rican.

3. Discuss the development of New York City's Garment Center and why there is a need for a manufacturing center such as this. Explain that 60 percent of women's apparel made in this country is produced in the greater New York Area and discuss with the class why the Center has remained in New York.

ACTIVITIES

1. Have students select one of the following projects:

   a. Discuss, in a short written report, the birth of the ILGWU. What services did it offer its membership?

b. In a short "term paper," discuss the Triangle Shirtwaist Factory fire. Why was the fire such a disaster? What happened as a result of this fire?

c. Using a "time graph," trace the growth and changes in the garment manufacturing process after the invention of the sewing machine.

2. Invite a speaker from a small textile manufacturer to speak about the changes in the industry during the last 10-20 years.

3. Contact the ILGWU and request information for students about the history, purpose, and work of the union.

B. The Fashion Industry Today

DEVELOPMENT

1. Review the history and development of the garment industry in New York. Remind students of the influences that various immigrant groups had on the women's apparel industry.

2. Ask students why New York developed as a fashion center. Elicit that there was a pool of skilled workers and support from the financial district, and that New York was home to many shipping lines and the hub of many railroads.

3. Describe the Garment Center for the student. Show a map of the area and point out where each of the major industrial divisions is clustered - dresses, suits, coats, hats, children's wear, sportswear, evening wear, furs, etc.

4. Explain the way in which the women's apparel industry operates. Tell the class that not all producers actually manufacture all parts of the finished garment, that firms within the industry are highly specialized in terms of production, and that new lines are developed for each selling season.

5. Make a list of some of the more common terminology on the chalkboard and have students copy it into their notebooks. Include:

   a. Manufacturer - Performs all the operations that produce apparel from the fabric to the shipping of the garment. This is also called an inside shop.

   b. Jobbers - Handle all phases of the production except the sewing of the finished garment.

   c. Contractor - Supplies sewing services to the industry. This is also called an outside shop.

   d. Sectionwork - A division of labor in which each operator works on just one section of a garment such as a sleeve or a collar.

6. Have a class discussion on the effects of contract work on labor.

7. Explain that the copying or piracy of designs and the manufacture of "knock-offs" (budget copies of expensive clothing) are accepted practices because there are no copyright laws to protect designers.

8. Tell the students that New York is still the major fashion apparel market, but that there has recently been a proliferation of regional markets throughout the country. Explain that designers and manufacturers find it economically advantageous to show their lines to many buyers under one roof. Buyers can see goods from many manufacturers in a short time, the concentration of designers allows buyers to perceive a total fashion message, and many marts hold fashion education seminars.

   Regional marts also allow hundreds of small retailers who had to rely on buying offices to interact with manufacturers themselves and to see a greater variety of merchandise. With rising travel expenses, these regional centers are becoming increasingly important.

9. Using a chart, enumerate the various regional apparel markets, pointing out their sizes and their service areas. Be sure to include the major marts such as Dallas; California; North Carolina, Virgina, and Tennessee; Atlanta; Miami; and Chicago.

ACTIVITIES

1. Assign different classifications of men's and women's apparel to different groups of students. Have students obtain an advertisement for one garment in their assigned classification and prepare a brief oral description of their garment for class presentation. After the students present their descriptions to the class, have them show the picture for class evaluation of the overall impressions they received from the description and its accuracy in terms of color, construction, silhouette, fabric, and style features.

2. Have students select an article or advertisement from any written medium (e.g. trade paper, magazine, newspaper) that contains terminology that they believe to be related to the fashion industry. Direct students to identify the terminology by underlining the words. Have students list and classify the words in relation to the different "ingredients" of fashion.

3. Have the students collect newspaper articles about fashion-newsworthy events and read them aloud to the rest of the class.

4. Have the class roleplay setting up a mock business using the following:

   1. two regional centers
   2. New York center
   3. four manufacturers in U.S.
   4. two manufacturers abroad
   5. transportation firms

5. Develop an exchange of "phone calls" among several businesses attempting to solve a delivery time constraint.

Unit IV

Haute Couture and Ready-to-Wear

PERFORMANCE OBJECTIVES: Students will be able to:

. define haute couture - high fashion.

. identify the fashion centers of Europe and give a brief history of Paris as the women's fashion center of the world.

. identify a European trade association and its practices.

. describe the impact of Paris fashions on the U.S. apparel industry.

. list two differences between the development of the women's and menswear industries.

. indicate one reason for the decline in men's custom tailoring.

. list two ways in which the U.S. men's apparel industry has been affected by foreign competition.

. identify two special characteristics of the children's wear industry.

A. Fashion Outside the United States

RELATED VOCABULARY

haute couture	fashion plate	tailors to the trade
couturier	pret-a-porter	dual distribution
Chambre Syndicale	low-wage country	tailored clothes
ready-to-wear		

DEVELOPMENT

1. Outline the history of the apparel industry outside the United States, beginning with the establishment of Paris as a fashion leader when the house of Charles Frederick Worth opened its doors in 1858.

2. Discuss the Chambre Syndicale de la Couture Parisienne. Explain that this was established in 1868 as a trade organization of couture houses and is governed by very strict rules. The Chambre Syndicale still regulates the fashion industry in France. It sets rules for the size of collections, regulates the number and times of collection showings, and establishes the number of workers that must be employeed by a shop. Additionally, the Chambre Syndicale has established the Federation Francais de la Couture du Pret-a-Porter des Couturiers et des Creatures de Mode to support and regulate the ready-to-wear industry.

3. Show illustrations of fashion from designers in other countries. Ask students to check the labels in their own clothing and then list on the chalkboard how many items were made in foreign countries.

4. Give students the history of the development of other fashion centers outside of the United States. Explain that during World War II, when Paris was isolated, countries that had been dependent on Paris fashions began developing their own design houses to satisfy the demands of their consumers. After the war, countries continued to develop their individual fashion images, based on local customs, local resources, and traditional styles.

5. Explain that these foreign fashion centers offer greater choices for American fashion consumers. American retailers try to guarantee the widest possible coverage of worldwide fashion markets.

6. Ask the students to name countries where there are fashion centers. Elicit France, Italy, Great Britain, Spain, the Scandinavian countries, Israel, Latin American nations, Japan, Hong Kong, Korea, India, and Taiwan.

7. Explain how mills in Milan, Italy; Lyon, France; and Japan and other low-wage countries have made inroads into the American garment industry.

ACTIVITIES

1. Invite speaker from the ILGWU to talk about the effect of foreign competition on jobs in New York City.

2. Using current literature and articles on the problem of illegal aliens, have students report on the impact of these workers on the textile, clothing, and fashion industries.

   Use newspaper articles in which Paris fashions are discussed as a vehicle for developing topics for class discussion.

4. Have each student write a report comparing foreign and domestic industries as regards ownership, employers, and labor relations.

B. Men's Apparel

DEVELOPMENT

1. Start a timeline of the menswear industry in the United States.

a. 1700s	-	All men's apparel was custom tailored or made at home.
b. 1800	-	First ready-to-wear made by tailors in port cities for sailors who needed city clothes on shore. Tailors in cities like New York, Boston, Philadelphia, and Baltimore began to make suits ahead so that sailors would have them as soon as they arrived. These early ready-to-wear stores were called "slop shops."
c. 1818	-	Brooks Brothers' first shop was opened by Henry Brooks in downtown New York.
d. 1824	-	Jacob Reed's Sons' first store opened near the Philadelphia waterfront.
e. 1846	-	Elias Howe invented the sewing machine and revolutionized the production of ready-to-wear clothing.
f. 1848	-	California Gold Rush. Levi Strauss turned tent fabric into pants and overalls for the miners.
g. 1860	-	The Civil War. The need for uniforms led to the standardization of measurements and sizes. This led to better fitting men's ready-to-wear clothing.
h. 1870-1890	-	Men's clothing still being manufactured in three different ways - inside shops (factories owned and operated by manufacturers), outside or contract shops (garments sewn in outside factories for the manufacturers), and at home on a piecework basis.
i. late 1800s	-	Sweatshops cause the formation of Unions.
j. 1891	-	United Garment Workers of America began but slowly failed.
k. 1914	-	Amalgamated Clothing Workers of America formed and has remained a successful union.

l. 1930s-40s - Men's fashion remains very conservative throughout the depression and World War II.

m. late 1940s - The Ivy League suit with its more natural lines replaces the traditional British draped suit.

n. 1947 - Federal government classified men's clothing firms into five categories:
- Tailored clothing (suits, overcoats, top-coats, sport coats, and separate trousers)
- Furnishings (shirts, neckwear, sweaters, knit tops, underwear, socks, robes, and pajamas)
- Heavy outerwear (windbreakers, snowsuits, ski jackets, parkas, and related items)
- Work clothes (work shirts, work pants, overalls, and related items)
- Other (uniforms, hats, and miscellaneous items)

o. 1960s - Polyester doubleknit led to new automation processes.

p. 1960s - "Peacock Revolution" - long hair, open shirts, bright colors, jeans, leisure suits dominated men's fashions.

q. 1970s - Work clothes and sportswear industries are finally unionized.

r. 1979 - Men's clothing shipments equaled $15 billion at wholesale level.

2. Explain that, unlike women's wear, men's wear has traditionally been manufactured in inside shops or garment factories owned by the manufacturers. The industry has not had to use contractors because men's styles tended to change slowly and contracting for short runs was not economical. Additionally, quality control is easier to maintain in an inside shop.

3. Show a chart of ownership of the major lines and point out that the industry is dominated by large firms. Explain that the largest number of factories (about 40 percent) are currently centered in the New York area, but that gradually the industry is moving south where land and labor are less expensive.

4. Explain the dual distribution system. Tell the students that this manufacturers' policy of selling to both the wholesale and retail market has been a characteristic of the menswear industry since its beginning. Now, however, fear of antitrust action based on vertical integration has caused many manufacturers to shy away from opening retail outlets.

5. Have students bring in newspaper advertisements for men's designer clothing. Ask them to point out both the designer and the company that manufactured the clothing. Once they have been able to find both names, explain the concept of licensing agreements whereby a designer contracts with a manufacturer to put out a ready-to-wear line bearing the designer's name. Tell the students that the designer is generally paid a royalty by the company. Explain that the designer may have licensing agreements with different manufacturers for different items. For instance, Bill Blass may have one manufacturer for suits, another for shirts, and yet another for wallets and belts.

6. Identify and explain the resons for the increase in the number of manufacturing outlets outside the United States. Include the following factors:

    1. labor pool
    2. raw materials
    3. taxes
    4. environment
    5. laws

    Discuss the impact of foreign competition on the domestic industry. Explain that the problem is the same as it is for manfacturers of women's wear.

ACTIVITIES

1. Assign different classifications of men's apparel to different groups of students. Have students collect an advertisement of one garment in their assigned classification and prepare a brief oral description of their garment for class presentation. After the students present their description to the class, have them show the picture for class evaluation of the overall impression they received from the description, and its accuracy in terms of color, construction, silhouette, fabric, and style features.

2. Using magazine and newspaper advertisements, have students make a chart of designers, the manufacturers with whom they have contact, and the products that are produced by each manufacturer under each designer's label.

3. Show the class a garment and have each student write a description of it. Have students read their descriptions for a class evaluation and/or rating of the most accurate one.

4. Have students bring to class advertisements for American- and foreign-designed men's clothing. Have them compare and then discuss the different design characteristics. Have students list the designers by country of origin and by work classification, i.e., sportswear, suits, shirts, accessories.

C. Children's Clothing

DEVELOPMENT

1. Begin by explaining that the children's clothing industry is really part of the women's apparel industry. Boys' wear is part of menswear, and not part of children's wear industry.

2. Discuss the history of children's wear. Show reprints from Godey's fashion plates and point out that children's clothing was just a scaled down version of adult clothing.

3. a. pre-1900 - Children's clothing is still a cottage industry. All boys' clothing and all girls' clothing was the same style cut in various sizes.

   b. 1917 - Commercial production of children's wear begun, following the path set by women's wear.

   c. 1920s - As more women began to work, demands for children's ready-to-wear increased and factories began to expand. The development of snaps and zippers made apparel more functional.

   d. 1930s - Commercial sizes standardized for infants, toddlers, children, preteens, and teens.

   e. post-World War II - Many firms developed in the children's wear industry, some of which are subsidiaries of large-scale women's apparel producers. Most, however, are small and family owned, unlike those in the men's and women's clothing industry.

   f. 1980s - There are now 800 firms employing over 90,000 workers.

3. Tell the students that the children's wear industry is structured along the lines of the women's apparel industry. It is divided by price, size, and type of merchandise. Like both the menswear and women's wear industries, the children's wear industry is headquartered in New York City. Even though goods are produced out of the country, New York is the center for design, sales, and distribution. It differs, however, in that the largest share of the children's wear market is held by producers of budget-priced and moderate-priced goods.

4. Explain to the students that sales promotion and advertising activities are very limited in the children's wear industry. Most firms leave consumer advertising to the retailer. Those that advertise generally use trade publications to reach retailers.

5. Have students read articles about the children's wear industry, and have a class discussion of some of the industry trends, including:

   . computerization of factories.
   . the closing of firms in the moderate price range.
   . the effect of imports.
   . the impact of designer labels on sales.

6. Have the class consider why they buy a particular style of clothing. Discuss with them the problems of marketing to a group that looks not only to it peers but also at the adult market for its styles.

7. Discuss the development of the Flammable Fabrics Act as it applies to children's fashion.

ACTIVITIES

1. Have the students select a category of men's, women's, or children's apparel and observe in two different local stores how the selected item is promoted and featured. Have students compare and/or contrast the size of assortments, method of presentation, frequency of presentation, prices, etc.

2. Have the students collect adult and children's wear advertising, then compare and contrast:

   a. types of information contained in the advertisement.

   b. listings, if any, of retail outlets.

   c. specific newspapers, magazines, and print media that handle the children's wear advertisements.

Unit V

Accessories

PERFORMANCE OBJECTIVES Students will be able to:

. define the term accessories.

. indicate how accessories establish individuality.

. identify the pioneers in the cosmetics industry.

. explain the relationship of cosmetics to fashion.

. describe the merchandising practices in the cosmetics industry.

. explain the role of the U.S. government and labeling laws.

. describe and explain the "Total Look" concept.

A. Introduction

DEVELOPMENT

1. Show the class a variety of apparel advertisements and ask them to pick out the accessories. Starting with the items selected by the students, develop a comprehensive list of accessories, including cosmetics, fragrances, hosiery, shoes, handbags, jewelry, gloves, millinery, intimate apparel, neckwear, belts, umbrellas, handkerchiefs, scarves, sunglasses, and wigs.

2. Ask students why accessories are used. Elicit that they are used to accent, highlight, harmonize with, or otherwise enhance an outfit. Discuss the fact that the use of accessories can completely change the character of clothing, making a plain garment elegant or toning down a fancy outfit to make it suitable for office wear.

3. Tell students about the history of accessories. Using pictures of Egyptians and early civilizations, point out that both men and women have used cosmetics, paint, jewelry, and other accessories since earliest times. Show the class pictures from each fashion era and point out the various accessory items worn by members of each sex.

4. Ask students to use the list of accessories that the class developed and see how many items on the list they are wearing.

5. Discuss the types of accessories that people use to make their appearance distinctive.

ACTIVITIES

1. Using magazines, select pictures from fashion features and ads that reflect current "hits" in accessories. Ask students, "If you were accessory buyers, what would you be buying right now? Why?"

2. Have students list social events or holidays associated with specific styles and explain how they would complete an outfit for these occasions.

3. Have students point out how accessories are used to change a mood or give an illusion of different size proportions.

B. Jewelry

RELATED VOCABULARY

gemstones
semiprecious stones
precious stones
carat
karat
cultured pearls
fine jewelry
points
gold-filled
gold-colored
costume jewelry

DEVELOPMENT

1. Show pictures from museums of early and primitive jewelry. Tell the students that jewelry has always been a significant factor in people's lives. Not only has it been used as an adornment, but also as an amulet against supernatural powers, a symbol of power, a token of love or luck, a religious symbol, and a medium of exchange. Point out while viewing the pictures that throughout history jewelry has been worn by both men and women.

2. Explain that jewelry is classified under three headings - fine, bridge, and costume.

   a. Fine Jewelry is made of such precious metals as gold or platinum and set with either precious or semiprecious stones. Precious stones are diamonds, sapphires, emeralds, rubies, and real pearls. Semiprecious stones include opals, jade, garnets, amethysts, tourmalines, and other natural stones that are somewhat less rare and costly than precious stones.

   b. Costume jewelry is mass-produced jewelry made of plastic, wood, glass, and base metals. It is frequently set with simulated or nonprecious stones. It is usually shaped or color-coordinated to suit a particular fashion outline and for that reason is also called fashion jewelry.

   c. Bridge jewelry is not a type of jewelry, but a store department which handles merchandise ranging from lower priced fine jewelry to better quality costume jewelry. It provides a midpriced bridge between cheap costume jewelry and extremely valuable fine jewelry. Bridge departments carry silver jewelry, gold-filled jewelry, 14-karat fashion jewelry, and jewelry made of crystal and semiprecious stones.

3. Show a selection of fashion advertisements and indicate ways in which the jewelry designs are coordinated with the apparel fashions. Point out that costume jewelry is especially flexible in changing its designs to complement the cut and color of clothing styles.

4. Discuss the ways in which costume jewelry firms have expanded to produce colognes, sunglasses, men's gifts, and travel accessories. Using the ads, have students note that many of the top designers also have licensing agreements with better costume jewelry producers.

5. Explain that New York City is the principal market center for both fine and costume jewelry. Major firms have showrooms in New York, and most of the gem cutting is done in New York. Tell students, however, that Los Angeles has an expanding jewelry center which services Asian jewelry such as pearls and jade.

6. Tell students of the jewelry industry phenomenon of the leased department. Since expertise and a large amount of capital is required to operate a jewelry department adequately, large-scale operators, who are sometimes also manufacturers, provide retail stores with stock, trained personnel, and advertising. In return for the leased space, the operators pay a percentage of sales as rent.

ACTIVITIES

1. Have students roleplay purchasing jewelry for various occasions, such as 25 years on the job, engagement, Father's Day, Valentine's Day. Have them describe their selection and explain why it is appropriate.

2. Take students on a field trip to visit an appropriate museum, such as the Metropolitan Museum of Art. Have them look at jewelry collections from ancient Rome, Greece, and Egypt. Have students write about the exhibits. Later explore modern jewelry (through ads) and look for its ancient roots.

3. Take the class to a jewelry center, such as the one on 47th Street in Manhattan. Have them look at the various outlets and compare the merchandise and prices. Then have them go to the jewelry departments of stores and report on the differences between the prices and selections of merchandise found in the jewelry center and the stores.

C. Cosmetics

RELATED VOCABULARY

cosmetics	toilet water
cologne	fragrances
image	

DEVELOPMENT

1. Put on the chalkboard and have the students copy the Federal Trade Commission definition of cosmetics: "Cosmetics are articles other than soap that are rubbed, poured, sprinkled, or sprayed on, introduced into, or otherwise applied to the human body for cleansing, beautifying, promoting attractiveness or altering the appearance without affecting the body's structure or functions."

2. Show pictures of Egyptian tombs and discuss with the class that cosmetics have been used from earliest times. Tell the students that there are records of cosmetics being used by all ancient civilizations.

3. Talk about the beginning of the modern cosmetics laboratories. Explain that over the last few years large companies have taken over most of the cosmetics markets. The original industry, however, was shaped by a few dynamic personalities - Elizabeth Arden, Helena Rubenstein, Charles Revson (Revlon), Max Factor, and Estee Lauder. Recently new names like Adrien Arpel, Diane Von Furstenberg, and Irma Shorell have come onto the scene.

4. Explain that many cosmetics are sold by brand-line representatives who act as salespeople in department stores. These people act as beauty counselors to customers. Discuss the fact that national advertising is very widely used in the cosmetics business, are mailing inserts from stores, in-store promotions, and gifts with purchase promotion.

5. Explain that the use of cosmetics and perfumes is increasing. Fashion has prompted the growing use of skin and hair care products among both men and women. Many products are now carrying a "treatment" or therapeutic image.

6. Discuss with the students that the cosmetics industry is highly regulated by Federal law. Because chemicals form the basis for most cosmetic products, the Federal Drug Administration polices the manufacturers. Cosmetics are covered by the Federal Food, Drug, and Cosmetic Act of 1930, as amended in 1960, which prevents adulteration and requires review and approval of the color additives used, and the Fair Packaging and labeling Act of 1966, which prevents unfair or deceptive methods of packaging and labeling and provides that all cosmetics manufactured since 1977 list each of their ingredients in order to weight.

7. Explain the differences between perfume, cologne, and toilet water.

ACTIVITIES

1. Have students examine packages and labels on cosmetics and perfumes and list the various ingredients.

2. Have students roleplay a customer returning a bottle of cologne. Have the student playing the salesperson determine whether the customer dislikes the fragrance because it is too strong or too subtle and then try to sell the customer a replacement.

3. Ask students to design an attractive layout of cosmetics counter. Have them draw a diagram of their proposed layout.

D. Hosiery

RELATED VOCABULARY

pantyhose
boarding
silent salesman displays
fashioned
seamless

DEVELOPMENT

1. Examine with the class the history of the hosiery industry. Explain that prior to World War I women's legs were covered so that hosiery had little or no importance. Although the short shirts of the 1920s brought attention to women's legs, it was not until the introduction of nylon in 1938 that hosiery became a real fashion accessory. Before that the women wore heavy, seamed silk, cotton, or rayon stockings. After the shortages of World War II, fashion entered the hosiery picture and stockings became available in many colors, textures, and designs. With the advent of the miniskirt pantyhose were developed.

2. Explain that fashion has a tremendous influence on both the sale and the style of hosiery. For instance, short skirts brought about pantyhose and tights of coordinated colors.

3. Tell the students that most hosiery is produced in mills in the south. Hosiery is knitted on high-speed machines and then sent to the manufacturer in the griege state or dyed, finished, stamped, and packaged to specification for unbranded distribution.

4. Explain that until very recently merchandising activity centered around the promotion and sale of national brands recently, however, the industry has been merchandising for private labels and self-service displays in supermarkets, drugstores, and discount stores. The hosiery sold this way is usually less expensive because there is no advertising cost as there is with national brands. Also new to the industry is the use of these outlets for the moderate-priced offerings of national brands. These are set up in new and innovative in-store displays.

5. Using magazine and newspaper ads as illustrations, show how the hosiery industry has expanded to meet the changing needs of the buying public. Point out such items as body suits, leotards, swimwear, tights, legwarmers, and even jogging clothes. A great many items now made by hosiery manufacturers could easily be sold in a sportswear department.

ACTIVITIES

1. Have students roleplay a hosiery counter and recommend hosiery:

   a. for a customer who wishes to match a black silk dress and black patent leather sandals.

   b. for a customer who needs hosiery for a tweed skirt, sweater, and loafers.

   c. to wear with a tuxedo.

   d. to wear with a conservative gray flannel suit.

2. Have students offer solutions to the following problem:

   You are the manager of a boutique that sells high-quality, high-priced ladies' lingerie. You've noticed a street vendor outside your store selling merchandise similar to your line. What effect will the vendor's presence have on your business? How would you handle this problem?

E. Shoes

RELATED VOCABULARY

last	Goodyear welt
vamp	quarter
sole	pump
open-toe	upper
dual distribution	footwear
sandal	counter

DEVELOPMENT

1. Show pictures of shoes from several historical periods and discuss the history of foot coverings from primitive fur wrappings, through Roman sandals and handmade shoes which had no right or left, to our modern mass-produced shoes.

2. Explain that shoes are now made in over 300 size and width variations, and in more than 10,000 styles and shapes.

3. Show diagrams or films of shoe construction. Explain how shoes are built on a last or wooden model of a foot.

4. Using advertisements and magazine fashion layouts, show the variety of styles available and point out how shoe styles are influenced by fashion changes in terms of heel height, shape, and color.

5. Tell students that, as in other fashion industries, New York City is the major market center for shoes. Even if the shoes are manufactured else-where in the United States or in other countries, the manufacturers have showrooms in New York. The new lines are shown twice a year, usually at the New York Coliseum.

6. Discuss the importance of the trade associations in the shoe industry. Explain that the National Shoe Manufacturers Association and the National Shoe Retailers Association distribute technical, statistical, and fashion trend information.

7. Explain the United States Department of Commerce's Footwear Industry Revitalization Program. Tell the class that this is a program to upgrade computer technology to aid in the design and manufacture of shoes in order to meet foreign competition.

ACTIVITIES

1. Show students illustrations of models dressed except for their shoes. Ask students what style of shoes would complete the outfit and why?

2. Have students identify the various styles, types of leather, and methods of construction of the shoes being worn by the students in the class. Lead a class discussion in terms of current fashions, durability, and serviceability of the different types of shoes and leathers.

3. Assign students to cut out and mount pictures of the various lasts and styles of women's, men's, and children's shoes. Have students indicate for each the type of leather best adapted, the type of heel, the possible use, and the durability of the leather in relation to shoe type and intended use.

F. Other Accessories

DEVELOPMENT

1. Intimate Apparel - This is the trade term for foundations, lingerie, and loungewear. Although many do not consider these to be accessories, they still work toward creating the total effect of a clothing ensemble.

   a. Foundations - This category comprises brassieres, girdles, panty girdles, garter belts, corsets, and corselettes. The foundation industry began just after the Civil War with whalebone corsets for the hourglass figure, moving on to bustles, flattening bras for flappers, and finally to lycra for a natural look with comfort.

   b. Lingerie - Under the heading of lingerie are two main groups - day wear and sleep wear. Day wear includes slips, pettioats, and panties, while sleep wear consists of nightgowns and pajamas.

   c. Loungewear - This is the term that the trade use for robes, bedjackets, and housecoats. Most loungewear is produced by lingerie manufacturers. The current industry trend is toward diversification into hostess gowns, camisole tops, body shirts, and lounging pajamas. In the upper price brackets, name designers are beginning to create or sponsor the designs of lingerie and loungewear.

2. Gloves - Show illustrations of gloves of various styles and lengths. Explain the history of gloves, including their use in English chivalry and as a designation of rank. Ask students why gloves are worn today. Elicit that they are worn for warmth, protection, and as a fashion accessory. Tell the class that most gloves worn today are still produced in Gloversville, New York.

3. Handbags - Explain that as long as people have had to carry belongings some form of bag has been used. The more primitive sacks evolved into string bags called reticules which were carried in the eighteenth century.

   Finally the modern handbag came into fashion. Explain that today's handbag is as much a fashion statement as it is a utilitarian object. Women change bags to match their outfits and carry different bags for day and for evening. In recent years many men have begun to use bags, especially in Europe. Most handbags are now imported, but those made in the United States are manufactured in New York and New England.

ACTIVITIES

1. Have students discuss the relationship of glove fashions to the current apparel fashions and suggest appropriate glove styles for different apparel silhouettes.

2. Assign students to bring into class various examples of men's, women's, and children's leather gloves. Lead a class discussion on cost, fit, and quality factors of each type.

3. Assign students to collect and bring into class various handbag styles. Have students identify styles, suggest uses, and apply the criteria of salability and servicability to each type.

4. Assign a student committee to survey the entire school, for a specified time, to note and record the importance of various styles, colors, and leathers of the handbags being carried by students and teachers. Have the committee report findings to the class, and lead a discussion on handbag fashions. Have students try to predict the forthcoming season's handbag fashion and give reasons for their predictions.

G. Careers in the Fashion Accessory Field

DEVELOPMENT

1. Discuss with the class the educational background necessary for an entry-level position in sales. Talk to the class about the personal and technical skills that are necessary to become a successful salesperson. Have the class create a career ladder for advancement in retail sales. Tell students that sales positions are also available at the wholesale level in manufacturers' showrooms for those with real fashion knowledge.

2. Make a chart of other careers available in the accessories area and the background necessary to enter them. Include designing, both freelance and in-house; fashion coordination; publicity; advertising; promotion; production; and display making.

3. Explain that entry-level jobs in the accessory field can lead to many other opportunities, such as fashion coordination, sales management, counsulting, buying, and advertising and promotion copywriting.

ACTIVITIES

1. Using newspaper job want ads, have students identify the necessary qualifications needed to obtain an entry-level job in sales.

2. Have students roleplay various sales situations:

   a. A customer with difficulty in finding shoes to fit.
   b. A customer who needs accessories to match a suit.
   c. A customer who argues about the prices of items.

3. Have the rest of the class analyze the way in which the student "salesperson" handles each situation and offer suggestions for the improvement of the performance.

Unit VI

Retailing

PERFORMANCE OBJECTIVES students will be able to:

- understand the economics of consumer spending.
- develop a brief historical outline of the changes in fashion retailing.
- identify retailing pioneers and their philosophies.
- identify the different types of fashion retailers.

A. History of Retailing

RELATED VOCABULARY

Gross National Product (GNP)	personal consumption
branch store	peddler
chain-store off-pricing	mail-order house
discount store	specialty store
boutique	

DEVELOPMENT

1. Show students pictures to illustrate the history of retailing. Explain that retailing really has its origins in Oriental bazaars and in marketplaces where people brought goods that they had made or grown to trade for necessities.

2. Tell the students that many early tradespeople produced the goods they sold and had apprentices who helped them in return for training. Other tradespeople bought merchandise from ships or caravans and resold it from shops or wagons.

3. Outline the history of retailing in the United States:

   a. Trading Posts - Tell students that the original retail establishments in the United States were trading posts. These were set up to collect furs from trappers and Indians in exchange for food, liquor, and ammunition.

   b. General Stores - Explain that as towns were established, in areas of space population and farms general stores opened. General stores carried everything that farmers and frontier settlers needed, from clothing to food to heavy equipment. The general store became a gathering place as well as a place to buy, and in many rural areas general stores still exist. It was from the general stores that modern department stores arose.

   c. Peddlers - Discuss with the class the role of the peddler. Explain that rural homesteads, far from towns or even good roads, depended on the peddler to bring all their necessities as well as the latest news from the cities. The peddler also predicted the coming styles so that his customers could place orders for his next visit. Ask students if we have anything like peddlers today. Elicit traveling and door-to-door salespeople.

      Tell students that one of the early peddlers was Adam Gimbel, who, with his family, founded a small retail store in Vincennes, Indiana, that grew into the chain of Gimbel Brothers Inc. and Saks Fifth Avenue Department Stores.

d. Mail-Order Sales - Explain that the mail-order business began in the late 1800s when Rural Free Delivery and Parcel Post were introduced. The first mail-order companies to open were Montgomery Ward, founded in 1872, and Sears, Roebuck and Company, founded in 1886. These two remain giants in the industry.

4. Ask students where they buy their clothing. Elicit shopping malls, department stores, and specialty shops. Use this as the springboard to a discussion of modern retailing.

ACTIVITIES

1. Have students do research on early forms of fashion retailing and relate these to the economic and social factors of those times. Have students compare their findings to the social and economic forces that are currently affecting the retailing of fashion products.

2. Have students research and report on the different types of fashion retailers within a five-block radius of their homes, classify them on basis of type, and identify the role and importance of each classification in the distribution of fashion merchandise.

3. Use visual aids to illustrate different types of fashion retailers, such as the mail-order catalogues of Sears Roebuck, J.C. Penney, and/or Montgomery Ward. The filmstrips of J.C. Penney, A Career in Retail Buying and A Career in Retail Distribution, and The Boutique Boom are available for purchase from Fairchild Visuals.

B. Modern American Retailing

DEVELOPMENT

1. Explain the relationship of personal consumption to the Gross National Product. Tell them that the greater the value of the goods purchased the higher the GNP because the Gross National Product is the total cash value of all the purchases of goods and services within a given year.

2. Ask the students to define disposable income. Elicit that it is also called take-home pay. In other words, it is the amount of money a person has left after all of the taxes are deducted from his/or salary.

3. Explain the term discretionary income as the amount that a person can spend or save after paying for the necessities of food, clothing, shelter, and transportation. Tell the class that the amount of discretionary income spent on fashion affects the market.

4. Ask students how they would change their spending habits if their income were reduced. Elicit that they would not buy as much new clothing or accessories. Ask them how this would affect the industry. Elicit that this would mean merchants would order less stock and less expensive stock, and would try to run sales to increase buying. This in turn would mean less wholesale buying by retailers, and that less wholesale buying means that the manufacturers produce less and may have to lay people off.

5. Ask the students how an increase in consumer spending affects the fashion industry. Elicit that more goods are produced and stores carry more and higher priced merchandise.

6. Ask students to list places where one can buy wearing apparel. Elicit department stores, specialty stores, discount stores, variety stores, chain stores, and mail-order companies.

7. Define each type of retailer for the class and explain how they function as merchandisers of fashion.

   a. Department Stores - A department store is defined as a retailer who employs more than 25 people and sells general lines of merchandise in three of the following categories: home furnishings; household linens; dry goods, apparel and accessories for the entire family.

      Department stores are the type of retailers most people use and know. In many cities department stores have become landmarks - Macy's or Bloomingdales in New York, Marshall Field in Chicago, Nieman-Marcus in Dallas, John Wanamaker in Philadelphia, Harrod's in London, and Filene's in Boston, to name only a few.

      Department stores are organized, as the name implies, into categories or departments selling similar merchandise. Each department has its own buyer who purchases stock for that department. If the department store also has branch stores, the buyer for the main store usually orders for the department in all stores.

Department stores often have high-priced and budget departments of the same type of apparel and accessories. The selections they choose are based on company policies. The two types of selections are narrow and deep, in which few styles are chosen but are ordered in many sizes and colors; and broad and shallow, in which many styles are available but in limited sizes and colors. Occasionally a store may employ both policies, beginning with broad and shallow and then restocking a few very popular styles very deeply.

Most department stores use self-selection as a customer sales mode. Merchandise is put out on racks and the customer chooses the desired item. Department store promotions and advertising usually revolve around special sales and seasonal events, such as Christmas, White Sales, Back-to-School promotions, etc. Many department stores gain publicity by being featured in the advertisements of the national brands that they carry.

b. Specialty Stores - These stores carry limited lines of apparel or accessories. Examples are jewelry stores, shoe stores, lingerie shops, or dress shops. However, the trade also considers stores that just carry clothing, even if it is for all family members, to be specialty stores.

Specialty stores are usually too small to be departmentalized, and the merchandise is usually bought by either the owner or the store manager. The exceptions to this are the very large specialty stores with some departmental grouping.

Specialty stores usually cater to only one type of consumer, either adult or teenage, budget or high priced. They do not stock merchandise for all price ranges or tastes. Most specialty stores carry a broad and shallow assortment of merchandise. Some carry only their own house brands and others carry less widely copied models from nationally advertised brands.

There is more emphasis on personal sales than in department stores. Specialty store advertisements usually emphasize the fashion look and name designers. Fashion coordination is very important in specialty stores, and in-store displays emphasize the coordination of clothing and accessories to create a total look.

c. Chain Organizations - A chain organization is a group of 12 or more stores, centrally owned, that handle similar goods and are controlled from a central office. The only difference between chain stores and department stores with multiple branches is that chain stores are controlled from a central office rather than a main store. Remind students that chain stores can be department, mass merchandise, or specialty stores, since the designation "chain" refers only to the manner of management and organization.

Merchandising, buying, and distribution are centralized in a chain organization. Buyers, however, buy specific items rather that stock for an entire department. For instance, in a day wear department, different buyers would purchase blouses, skirts, dresses, and suits. This categorizing is necessary because of the quantity that must be seen and purchase to stock the entire chain. Unlike single-brand specialty or department stores, the store managers rather than buyers are responsible for sales.

Both department and specialty chains favor a narrow and deep assortment, stocking a few chosen styles in a wide range of colors and sizes. Most chains now have computers to relay merchandise information to the main office immediately. Except for the high priced, high-fashion chains, such as Neiman-Marcus and Lord and Taylor, most chain stores have their own private brand of merchandise. This guarantees both quality control and less competition.

Chain stores usually use the self-selection sales mode. Some have seasonal sales catalogues. Most chains employ fashion coordinators who study fashion trends and see how the latest styles can be modified and coordinated into the chain's private-label merchandise.

d. Discount stores - Tell students that a discount store is a self-service, departmentalized retail operation selling hard goods, health and beauty aids, apparel, and other general merchandise. It operates at a low profit margin, has a minimum annual volume of $500,000, and is at least 10,000 square feet in size.

Explain that, while in the past discounters were pipe rack operations with low bulk overhead, they have now modernized both appearances and services. Many conventional retailers have opened separate discount divisions. Many of the new fashion discount operations offer odd lots of higher priced designer label fashions at much lower prices than do conventional stores.

The assortment of stock varies with the type of discount store. Fashion discounters carry a broad and shallow stock of manufacturer's closeouts and those that have their own brand or buy low end merchandise have a narrow and deep stock.

Sales are strictly self-service, with no frills. There are limited fitting rooms, most transactions are cash, and paperwork is kept to a minimum. Discounters do a lot of advertising to promote their low prices, but very little in the way of in-store or window displays. There is virtually no fashion coordinations as discounters buy what they can get for a good price.

e. Variety Stores - These used to be called limited price stores. These were known as 5- and 10-cent stores, where all the merchandise sold for either five or ten cents. Now they are stores carrying a wide variety of items in a limited number of low priced lines. Most variety stores are part of chain organizations, and use the same buying and merchandising methods.

Variety stores provide one-stop shopping for a great many household necessities and for a few standard clothing and accessory items. The assortment of merchandise tends to be narrow and shallow, offering little consumer choice but very low prices. Most variety stores have their own labels or buy from unbranded manufacturers.

Variety stores offer few customer services, most sales are self-service, and very few stores have fitting rooms. There is little or no promotion of fashion goods, and displays are usually limited to showing where the merchandise is to be found. There is no attempt at fashion coordination because only widely used apparel is carried.

8. Explain that the organizational structure of a retail firm is different than the corporate structure of other businesses in that it has a much more flexible structure. Both line and staff personnel are concerned with profit and customer service.

9. Most retail stores of medium size are divided into four divisions:

. Finance and Control Division - includes the credit department, accounts payable, and inventory control.

. Merchandising Division - responsible for selling, buying, merchandise control, and fashion coordination.

. Sales Promotion Division - covers advertising, display, publicity, and public relations.

. Operations Division - responsible for maintenance of facilities, store protection, customer services, receiving, marking, and personnel.

Tell the class that larger stores and stores with many branches may have as many as six divisions. The extra divisions handle branch operations and storewide personnel.

C. Careers in Retailing

DEVELOPMENT

1. Ask the students how they think a person should enter a career in retailing. Elicit that the best way to enter retailing is as a salesperson. Explain to the students that selling is absolutely necessary for anyone interested in the fashion field, because all of retailing is based on successful customer contact.

2. Starting with sales as the lowest rung, have the class build a career ladder in retailing. The next rung might be head of stock or assistant department manager. The assistant buyer's job is the next step up. At this level a person begins to make contact with sales representatives, goes on occasional buying trips, relieves the buyer of floor supervision, and a large variety of other things. The next step is to buy. Explain to the students that the buyer is autonomous in selecting merchandise, budgeting expenditures, deciding what to advertise, training subordinates, supervising displays, and supervising personnel. Tell the students that the rung above buyer is divisional merchandise manager. The divisional merchandise manager oversees the buyers of various related departments. In fact, in a smaller store the merchandise manager might supervise all of the buyers. The merchandise manager usually has a business degree in addition to experience as a buyer. Tell the class that the top of the retail merchandising career ladder is general merchandise manager. In addition to merchandising, the general merchandise manager must have a working knowledge of every phase of store operation from housekeeping to finance.

3. Have students research what training and experience is needed to complete each rung of the retail merchandise career ladder and report to the class.

ACTIVITIES

1. Collect and show to the class actual organization charts of departmentalized and chain organizations. Have class compare and identify the major responsibilities of each division.

2. Take class on two field trips, one to a departmentalized store and one to a chain store unit, and arrange for a behind-the-scenes visit and a discussion with a store executive pertaining to their internal organization, their merchandising policies, customer service policies, and the career opportunities in their organization.

3. Have students compare the customer services offered by two to three different types and sizes of local retail stores. Divide class into groups and have each group plan a simulated new fashion retailing operation for the community.

Each group is to come to conclusions on the type of merchandise they would offer for sale, their merchandising and customer service policies, their methods of compensating salespeople, how they would promote their store, how they would train their employees, and why they believe there is a "fashion need" for their type of store. After each group presents their plan to the class at large, have the class evaluate (a) which store is most likely to succeed and why, and (b) which store is most likely to fail and why.

4. Have students give their opinions of which type of retail store they might like to work in, what division, and why.

5. Give the students the following problem:

   You are a salesperson in a large department store. A customer who has purchased a very expensive suit with accessories wants to return everything. You have tried to mollify the customer without success. How would you handle this situation? What are the implication and possible repercussions of this complaint? To whom do you turn? What is the store's policy in such matters?

D. Creation of a Department

DEVELOPMENT

1. Explain to the students that the purpose of a department is to separate each kind of merchandise into its own area - sportswear, dresses, men's clothing, or televisions. A separate buyer, who becomes an authority in the area, is assigned to each department. The setting up of a department allows the customer to see all of the merchandise choices in one area. Describe, using a general organization chart, the organization of a single department.

2. Talk about the job of customer relations in servicing customer's needs and ascertaining what customers want from each department.

3. Explain that the department is a source of consumer information for the store. The salespeople in the department are the first to know the trends in selection factors - silhouettes people like, material, colors, sizes, prices. They monitor items that are returned and discover goods that sell poorly or are made poorly.

ACTIVITY

Set up a department meeting of manager, salespeople, etc., and outline a plan of action. Include ordering, display, advertising, and department staffing based on change of season and the introduction of new fashions.

E. Display

1. Explain that fashion display is the visual presentation of merchandise. The purpose is to highlight a particular type of merchandise.

2. Tell the students that retailers use two forms of display -- window and interior.

   a. Window Displays - These are created to catch the eyes of passersby and to entice them to enter the store. Window displays are designed to be as dramatic as possible. They are planned months in advance and may highlight a holiday, season, or a particular department. A good window display is a work of art and is usually done by professionals in the field. It must feature merchandise in current demand, reflect the store's image, and be backed by adequate stock.

   b. Interior Displays - These can be point-of-sale, on the spot where the particular merchandise in sold; be a repeat of the window theme, especially during holidays; or point out particular bargains. Again, as in window displays, main store interior displays are designed by professionals. Interior displays are also used by individual departments where they are usually the responsibility of the buyers. Explain that the major types of interior displays are:

      1. Vignettes - A group of products shown in actual use, such as manniquins dressed for tennis or swimming.

      2. Item displays - A single garment or accessory shown in various colors or sizes.

      3. Assortment displays - A counter display that shows, with prices, many of the different items currently in stock in the department. An example would be shoes on stands in a shoe department or belts hanging on racks on a counter.

      4. Self-selection racks - Although most people think of these as the place to obtain merchandise, not a display, racks are a display of available merchandise, and the way the items are grouped and the placing of the racks can influence sales.

      5. Others - Counter cards; signs; lighted, glass-topped counters; attractive packaging; and sample articles are all parts of display.

3. Explain that space and lighting are very important in creating the mood of the display and in highlighting those items that are to be featured.

4. Show pictures of successful displays from local department stores. Ask students to describe displays that they have seen that they found especially appealing.

ACTIVITIES

1. Assign different students to shop at different local stores to observe, classify, and report on the different types of displays that they find being used for apparel and accessory products. Also have students identify and describe the one display that they considered to be most effective in terms of its selling appeal and give their reasons.

2. Have the class identify all holidays which are of major importance for apparel and/or accessory selling and list them on the board. Assign different holidays to different students and have them present a plan for a given number of related windows in terms of merchandise categories to be featured for "their" holiday. This experience will give students an insight into the allocation of windows to merchandise departments.

3. Arrange a field trip to a display department of a large retail store in order for students to observe the activities and discuss the organization of a display department. An alternative to this could be a guest speaker from the display department of a retail store to discuss the display activities and departmental organization of his or her store.

4. Show students different colors and have them suggest the moods, holidays, or seasons with which they identify the colors being shown.

5. Have students clip and mount a given number of illustrations and identify the design principlef of dominance, balance (both formal and informal), and proportion in each of them. Have students also identify or evaluate the factors in one of them that are used in creating the design, such as repetition, harmony, contrast, gradation, and interference. Allow students to use any types of illustrations that they choose.

6. Have students apply design principles and create a two-dimensional collage design for an effective selling fashion window presentation. Give general instructions as follows:

   a. The primary consideration in the design is to be the mannequin, as it will dictate or direct the general mood to be followed. The mannequin is to be a color photo selected from a fashion magazine (e.g. Seventeen, Vogue, Harper's Bazaar, etc.). The mannequin is to be vertical standing, 12" maximum, 10" minimum. It is suggested that the students' selection of their mannequin be given paramount importance.

b. Transfer type is to be used to develop the copy to be coordinated into the design.

c. An acetate sheet is to be used to simulate the glass surface of a window and may be lettered.

d. Collage is to be mounted on a 20" high x 15" wide illustration board.

e. Background area paper is to be 18" x 12" and may be glossy flint paper, color aid, wrapping, or wallpaper.

f. Background materials may be photographs, fabrics, and/or any textured substance, such as sand, dirt, etc.

Have class discuss, analyze, evaluate, and/or rate designs for the conception of the design, its communicaton of merchandise features, the coordination of the decor and the fashion featured, the use of the copy line, and the neatness of its articulation.

7. If merchandise display fixtures and space are available or obtainable, have student teams plan and execute one type of an actual fashion display of their choice. Have class analyze, discuss, and evaluate the selling effectiveness of the theme, the composition and arrangement, the expression of merchandise featured, the descriptive sign, and the neatness of articulation. To the degree that it is possible, arrange for students to work with a store display person in executing a fashion display.

F. Fashion Cycle and Its Impact on Store Policy

DEVELOPMENT

1. Explain that the fashion cycle refers to the life of a style. It is divided into four stages.

   a. Rise - The acceptance of a new style or modification of a style by an increasing number of consumers.

   b. Culmination - The height of popularity of a fashion style. This is the period of greatest demand, when copies are available in all price ranges.

   c. Decline - The period of decreasing consumer interest, due to boredom and overexposure.

   d. Obsolescence - At this point the style is out of favor and cannot be sold at any price.

2. Tell the students that one of the most important aspects of a store's merchandising policy is deciding at which point in the fashion cycle to place their major emphasis. The boutiques and specialty stores usually carry merchandise in the late rise stage; budget stores or budget departments feature styles in the late culmination or even early decline stage; and large department stores have departments that feature styles from early rise through early decline.

3. Have a discussion on the ways in which the fashion cycle affects the types and placement of advertising.

ACTIVITIES

1. Have students visit Ohrbach's, Saks Fifth Avenue, and Labels for Less. Compare one line or garments (blouses, slacks, skirts, dresses) for price ranges, size ranges, and assortments. Examine classification (by manufacturer, category, or type). Report to class and discuss.

2. Have students collect newspaper and magazine ads that represent the various forms of fashion retailers. What can you infer from the ads about the store's personality, the target customer, its services, etc?

3. Identify consumer target market of:

   . Saks Fifth Avenue
   . Hattie Carnegie
   . Bergdorf-Goodman

   Discuss the concept of Bergdorf-Goodman and Saks Fifth Avenue on one end of the fashion scale and discounters on the other. How would the respective managers handle the problems of:

   a. choice of merchandise displays?
   b. advertising?
   c. ordering of stock to best meet consumer wants and needs?

Unit VII

Budgeting for the Right Goods

The Manager's Function

PERFORMANCE OBJECTIVES The student will be able to:

- explain and describe the purpose of Resident Buying Offices.
- identify the factors of consumer demand
- describe the factors that measure customer demand as it impacts on fashion merchandising.
- describe variations of consumer demand.
- identify the various line and staff job titles that are responsible for maintaining consumer demand as evidenced through primary and secondary data.
- explain the role of the computer is storing and generating data based upon consumer action.
- differentiate between unit planning and dollar planning.
- identify the elements of a good "dollar merchandise plan."
- calculate stock to sales ratio, average inventory, and cash discounts.
- explain the elements of pricing assortment, classify fashion departments, and be able to evaluate trends.
- identify job titles and responsibility of positions that deal with budgeting.

A. Resident Buying Office

DEVELOPMENT

1. Explain to the students that a resident buying office is an organization that provides market related services to its client stores. Tell students that the clients of a resident buying office are noncompetitive, they either do not operate in the same area or do not carry the same type of merchandise. The resident buying office usually operates in a major market area such as New York, or in one of the other merchandise marts.

2. Tell the class that there are two major types of resident buying offices - store-owned and independent. The store-owned type is much less common, and works exclusively for the store or stores it represents. The independent buying office sets out noncompeting stores as paying clients, servicing many stores or chains nationwide.

3. Explain that independently-owned resident buying offices are salary or fee offices, that is, they charge their clients a yearly salary or fee for the services they provide.

4. Tell the students that store-owned resident buying offices operate in three different ways:

   a. private office - owned and operated by a single out-of-town store.

   b. associated office - jointly owned and operated by a group of privately owned stores membership by invitation only.

   c. syndicate office - an office maintained by a parent organization that owns a group of stores it services only those stores also owned by the syndicate or holding corporation.

5. Discuss the services rendered by a resident buying office.

   . evaluating market offerings for price, fashion and quality.
   . evaulating resources and supply conditions.
   . placing orders on request.
   . helping to detect fashion trends.
   . suggesting market bulletins.
   . suggesting promotional activities.
   . following up on deliveries.
   . registering complaints and handling adjustments.
   . preparing for store buyer's market trips.
   . exchanging information and ideas.
   . presenting seasonal fashion clinks to store buyers.
   . securing special prices through group buying.

C. How Customer Demands Are Determined

DEVELOPMENT

1. Explain that a store collects information on customer needs and wants from sources in and out of the store. Good fashion merchandising is based on constant research and constant updating of facts related to customer interest.

2. Ask the students to name some of the in-store sources that might be used for gaining information about customer demands. Elicit past sales records, markdowns, advertising results, returns, adjustments, wantslips, customer surveys, and information from salespoeple.

3. Tell students that stores and manufacturers also sample consumer tastes by pretesting. Small quantities of new styles are brought in and customer reaction is observed. If customer response is favorable, the style is ordered. Fashion shows and preseason sales are also used as pretests.

4. After listing all of the sources of in-store information on the chalkboard, add to the list as many outside sources as the class can name. Include in the list resident buying offices, research studies and surveys, trade publications, manufacturers' representatives, fashion consultants, consumer publications, sales representatives, college advisory boards, competitors' stocks, and career women's professional groups.

5. Explain that most large stores now use computers to keep records of sales, inventories, and requests for merchandise. Have students report on some of the computer uses they have observed while shopping in various stores.

ACTIVITIES

1. Have the students visit a department store and look for sales racks where goods have been marked down in price. Make a list of these items and have the students give reasons why the goods were marked down and where the goods fall in the fashion cycle.

2. Form a team of students to survey fashion magazines and report on what will be "hot" for the forthcoming season.

3. Distribute copies of an article about fashion forecasting taken from Women's Wear Daily. After they have read the article, have the students list and explain their reasons for thinking the forecast will or will not succeed.

. reporting on developments in the wholesale market.
. providing office space and clerical help for visiting buyers.
. taking buyers to market upon request.
. publishing arrivals of out-of-town buyers.
. providing services such as hotel accomodations.
. providing foreign buying services.

ACTIVITIES

1. Arrange to have as a guest speaker a buyer from a local store who informally describes the role of the buyer in the distribution of fashion goods, so that the students may have "live" exposure to the many aspects of the buyer's job.

2. Have students observe a particular department in local stores and list the activities in which the buyer was visibly involved.

3. Bring into class examples of resident buyers' bulletins that are sent to store buyers. Have each student select a particular message and create a resident bulletin. Have students exchange bulletins and evaluate the message and presentation.

B. Consumer Demand

DEVELOPMENT

1. Explain the importance of timing and objectivity in measuring customer demand. Tell students that the things consumers want now are very different from the things they wanted twenty years ago. New innovations and an increased standard of living, as well as new fashion trends, influence consumer demand.

2. Show pictures of clothing from the late sixties and ask students whether they would buy these clothes.

3. Ask students how often they think a store manager should check on customer demand. Elicit that it must be checked constantly for changes in seasonal needs and fashion desires, and to meet new competition.

4. Discuss and analyze the buying motives of customers. Talk about the impact of impulse buying and increased promotion.

5. List on the chalkboard the merchandise characteristics that influence a customer's decision to purchase or not to purchase. Include silhouette, decoration, material, color, size, decoration or trim, surface interest, workmanship, ease and cost of care, appropriateness, price, utility, sensory factors, and brand.

6. Explain reasons for variation in demand. Be sure to cover:

   a. Regional variations - Variations in the climate, the life style, and the ethnic background of the population cause varying demand for different types of goods.

   b. Urban and Suburban Demand - Branch stores out of the city must carry different, more casual merchandise. As population has shifted from city to suburbs, branches are frequently larger than, or have replaced, the main store entirely.

   c. Seasonal Variations - These are more pronounced in areas with four distinct seasons. The advet of air conditioning, however, has lessened the demand for casual summer clothes, just as the increase in winter travel has impelled stores to carry lightweight clothes are year-round.

   d. Other Variations - These include holidays and events that call for certain traditional items, such as the purchase of winter school clothing at the end of summer; wedding gowns and accessories for the traditional wedding months of May, June, September, and December; new dressy clothing for Christmas, Easter, and New Years Eve.

7. Ask the students what they think is meant by the term "patronage motives." Elicit that these are the reasons we shop at one store instead of another. These reasons include convenience, services, habit, attitude of salespersons, reputation, selection, price, and layout.

ACTIVITIES

1. Have the students select an item to be sold to their peers, list the consumer characteristics of their peers that they feel would be significant in the appeal of the item, and then suggest the various appeals to be used based on a prepared list of buying motives and/or habits. Have students repeat the activity selecting as their target another customer group. Conclude with a class discussion comparing and contrasting the buying motives of the different customer groups.

2. Have each student bring a fashion advertisement into class, identify its appeal and the customer group to which the ad seems to be directed, and evaluate its effectiveness.

3. Have students analyze the clothes that they are wearing, or recent purchases that they have made, and identify their own buying motives. Have class draw conclusions on the major buying motives for fashion products.

4. Lead a discussion on current fashions and how they reflect, relate to, and are influenced by life styles and demographic trends, such as surburban living, working women, leisure time, occupational changes, and the like.

5. Assign students, working as groups or individuals, to reasearch different domographic trends and to prepare visual presentations of their findings for class presentation or display. Have students suggest or illustrate possible effects of these trends on future fashion and fashion industry activities.

6. List the characteristics of goods that influence customers to buy, and identify them as either rational or irrational buying motives. Include the factors that are primarily responsible for (a) regional variation, and (b) seasonal variations in demand?

D. The Merchandise Planning Process

DEVELOPMENT

1. Explain that a Dollar Merchandise Plan is a specific budget planned by the buyer that indludes both sales and stock goals. It becomes almost the buyer's annual work contract with the store.

2. Tell the students that the plan is necessary for the maintenance of sufficient inventory, for the timing of deliveries to take advantage of the best terms for purchases and payments, and to guarantee the availability of funds for new purchases.

3. Review with the students the procedure for preparing the plan. Explain that in small stores the dollar merchandising plan is prepared for the whole store, but in department stores separate budgets are drawn up for each department. Later the department budgets are incorporated into the divisional or store budget.

4. Show sample merchandise plan and point out that, although plans vary from store to store in organization and format, the basic elements remain the same. All of them include sales, stocks, markdowns, and purchases. Ask students to name some of the other items a merchandise plan might include. Elicit initial markup, gross margin, stock shortage reserves, cash discounts, and stock turnover.

5. Explain to the students that a merchandise budget is usually planned for each six-month period that covers a major selling season - Spring (February through July) or Fall (August through January).

6. Ask the students who they think prepares the departmental budget. Elicit the buyer. Outline on the chalkboard the steps that are involved in budget preparation:

   a. The accounting department gives the buyer a planning form containing the department's figures from the corresponding season of the previous year. The form may also contain the last year's merchandising goals and the current year's projected goals, gross margin desired, stock turns desired, and departmental operating expenses.

   b. Using the form, the buyer enters figures on anticipated sales, stock, markdowns, and purchases for the six months covered by the budget.

   c. After the buyer completes the plan, the divisional merchandise manager reviews it, revises it, and consolidates it into the divisional plan.

   d. The final step is a review by the store's comptroller and chief executive. Once they have approved the plan it is combined into the master plan for the store.

7. Discuss with students the setting of merchandising goals. Explain that the goals are set by upper management for each season.

8. Stress the fact that a good plan must be flexible. The plan is designed to forecast future customer demands, and therefore must be constantly revised to reflect new factors influencing that demand, such as strikes, shortages, or changes in import conditions.

9. Review the factors that must go into a realistic estimate of sales necessary in the preparation of a plan.

   a. External factors - These are elements outside the store's control, such as employment prospects, economic conditions, population changes in the area, and the competition of new or expanded stores or new shopping centers.

   b. Internal factors - These are factors controlled by the store itself, including physical changes, the opening of new branches, store promotions, advertising, and the general trend of store sales.

   c. Fashion trends - Fashions are often the most important factor affecting sales. They may push the sales of one department way up while pushing another department's sales down. If casual clothes are popular, sales of more formal clothes or dressy clothes may fall.

10. Explain that variations in the plan depend on store policies, customer preference, target customers, and the geographic location of the store.

11. List on the chalkboard the sources of information that the buyer uses in preparing the plan. Point out to the students that these sources are the same ones a buyer would use in planning a fashion assortment. The list should include past sales records, buyers in similar but noncompetitive stores, the store's resident buying office, vendors, upcoming fashion publication features, and the foreign couture houses.

12. Ask the students why the dollar plan is an essential part of planning. Elicit that it indicates minimum sales objectives, guides management in planning for the capital needed for inventory investment, guides in planning purchases, provides a base for measuring sales-related operating expenses, and can be used to measure the results of merchandising efforts.

ACTIVITIES

1. Distribute a six-month merchandise plan. Use last year's sales and have students compute a revised 10 percent increase.

2. Invite a buyer from a department store and/or from a small retailer as a guest lecturer to talk on the importance of budgeting money.

E. The Budgeting Process

DEVELOPMENT

1. Explain that budget planning means expressing sales goals in terms of dollars. These goals are then translated into percentages of increase or decrease compared to the dollars of sales in the same time period of the previous year. When executives plan they utilize information on internal factors, external factors, fashion trends, and special circumstances such as sales or strikes.

2. Tell the students that once the goals have been established the next problem is to estimate the amount of stock needed to meet the sales goals.

3. Ask students what would happen if there was too little stock. Elicit that with no stock there would be no sales. Explain the stocks are planned from the beginning of the month (BOM) in an adequate assortment and in sufficient quantity to meet customer demand until the time of replacement. The object of stock planning are to maximize turnover, minimize markdowns, and offer a steady flow of new merchandise throughout the month.

4. Talk about the variations in monthly stock goals, including the peaking of stock just before the time that sales peak to ensure maximum assortment in times of high demand and end-of-season reduction of inventory.

5. Explain stock-to-sales ratios and put them on the chalkboard for the students to copy into their noteboooks.

   a. Monthly stock - sales ratio - the number of months required to dispose for beginning-of-the-month inventory at the calculated rate of sales.

$$\text{stock-sales ratio} = \frac{\$ \text{ BOMstock}}{\$ \text{ sales for month}}$$

   b. Stock turnover - refers to the number of times an average inventory has been turned into sales in a given period.

$$\text{stock turnover} = \frac{\$ \text{ net sales}}{\$ \text{ average inventory}}$$

6. Define markdown as the dollar difference between the previous price and the current reduced price.

7. Discuss the purpose of markdown with the students. Explain that markdowns are used to speed the sale of off-season, damaged, and slow-moving goods, as well as to meet price competition. Point out that merchants also use markdowns to free capital that has been tied up in stock.

8. Tell students that a percentage of any store's stock must alwsys be marked down before it can be sold. These markdowns are usually planned as part of each season's sales and distributed to each month. The planning is based on:

   . The past experience of the store or department
   . Trends in wholesale prices
   . Figures from similar stores
   . Amount of old stock unsold at the beginning of the season
   . Changes in merchandising policies that are about to occur or that have occurred

9. Define planned purchase as the amount of merchandise that can be brought into stock during a given period without exceeding the value of the inventory tht is planned for the end of that period.

10. Explain that the figure for purchases is derived by adding the planned sales for the month, the planned markdowns for the month and the planned end-of-month (EOM) stock and then subtracting the beginning-of-month (BOM) stock from the total.

$$\text{planned purchases} = \text{planned sales for month} + \text{planned markdowns} + \$\text{ planned EOM stock} - \$\text{ planned BOM stock}$$

11. Define <u>markup</u> as the difference between the cost and the retail price of merchandise.

$$\text{retail markup \%} = \frac{\$\text{ retail} - \$\text{ cost}}{\text{retail}}$$

12. Explain that there are two types of markups:

   a. <u>Initial markup</u> - The dollar difference between the cost of the merchandise and the retail price placed on it when it is first brought into stock. This is based on operation expenses, anticipated reductions in the retial value of the inventory, and a reasonable profit.

   b. <u>Average markup</u> - This is a guide for the buyer to keep in mind to insure that the total markup in the department does not fall below the goal figure in the dollar merchandise plan.

13. Develop the concept of gross margin of profit by the process of subtract the dollar value of sales from the dollar value of cost of the merchandise. Explain that the difference represents the amount of money left to pay operating expenses with a profit left over.

14. Ask the students what expression "Terms of Sale" means. Elicit that it is the combination of the percentage cost discounts for and the length of time in which the bill must be paid to merit the discount. Tell the students that terms of sale are standard within each fashion industry.

15. Tell the students that merchandise is inventoried in two ways. The first is called book inventory and represents the value of the inventory on hand according to accounting records, and the second is the physical inventory determined by an actual count. Explain that sometimes the book inventory is greater that the physical inventory. This is called a stock shortage and most stores set up monthly reserves to cover it. The opposite condition is known as a stock overage, but seldom occurs.

16. Ask students to name and explain the two kinds of expense that are incured in a sales department. Elicit direct and indirect. Have the students define direct expenses through a discussion as those stemming out of the departments own operation such as the salaries of the salespersons, buyers, and assistant buyers as well as advertising, delivery changes, and the use of buying traps. Then have them develop a definition in indirect expenses as those costs that do not come out of the operation of the specific department such as management salaries, insurance, utilities, and store maintenance.

ACTIVITIES

1. Have students write an essay that defines the terms and explain the relationship of the basic profit factors.

2. Have students write definitions of the terms common in merchandising mathematics such as markup, markdowns, profit, terms of sale, planned and purchases.

3. Have students list the necessary expenses in operating a small retail store. Then assign students to interview local merchandisers in retail stores and report to the class the expenses the merchants incur. A comparison and discussion of the two lists should follow.

4. Bring into class (either students or teacher) a typical Annual Financial Statement published by a large organization. Have students identify the words with which they are familiar, and discuss the operation of the firm under consideration.

5. Have students list five reasons for stock shortages and give specific suggestions as to how a store might try to curb the number of stock shortages.

6. Have class discussion about the way in which both external and internal factors affect the planning of sales and have students give examples of these factors from own experience as a retail customer.

F. Assortment

DEVELOPMENT

1. Explain to the students that a merchandise assortment is a collection of related merchandise such as children's wear or sportswear. The assortment plan lists all the items carried in stock by price, size, and type.

2. List the objectives on the chalkboard and show the students the similarities to dollar planning. Objectives include:

   a. buying maintaining proper inventory to reflect customer demand.

   b. timing deliveries for arrival when customer demand begins.

   c. making purchases that conform with the store's ability to stock, display, promote, and pay for these purchases.

   d. keeping funds available for the purchase of new or additional goods as needed.

   e. relating demand to the entire inventory so that similar fashion influences and price levels will be reflected throughout the assortment.

3. Explain that executives of the store are responsible for setting clearly defined policies regarding:

   . degree of fashion leadership.
   . price ranges offered.
   . initial standards.
   . depth and breadth of assortment.
   . brand policies.
   . exclusivity of merchandise.
   . maintenance of basic assortment in stock.

4. Explain the need for a balanced assortment to match the demend of target customers.

ACTIVITIES

1. Assign students to shop the same ready-to-wear classifications in two competitive stores in order to compare the number of price lines and the approximate percentage of stock found at each price point. Instruct students to determine the price range in each store, the individual price lines, and the amount of merchandise at each price line. Utilize students' findings for a class discussion of the factors that influence a store's pricing of different types of ready-to-wear items.

2. Have students suggest price lines for men's ties in a small, exclusive men's shop; for children's sweaters in a discount operation; and for junior dresses in a department store. Have them justify their decisions.

3. Assign students to collect a given number of retail advertisements, over a period of one month, that feature markdowns from original retail prices. have students analyze and interpret the valuations that are quoted in the advertisements.

4. Have students write an essay that answers the questions:

   . Why must price and fashion be similar throughout the assortment of goods being offered.

   . Give examples of related items. Who are the people responsible for this activity?

5. Have a class panel discussion on the advantages and disadvantages of a store maintaining exclusivity.

6. Have students write a short essay on why the geographic location of a store may have a tremendous influence on its assortment of goods.

G. Classifying Assort ments

1. Define classification as an assortment of items of merchanside which can substitute for each other in terms of use. Point out that they need not be made of the same material, be sold in the same place, or be manufactured by the same company.

2. Ask students why merchandise is divided into classifications. Elicit that it is use to define specific customer demand and that it serves as a control of the merchandising operation.

3. Tell students that dividing a department's merchandise into classifications the buyer can better plan and control the inventory. Explain that although uses may overlap such items as dress shirts, sport shirts, and sweaters belong in different classifications because they do not really substitute for each other at all times.

4. Define subclassifications as a breakdown within classifications by product characteristics.

5. Explain the process of establishing classifications and subclassifications. Have students list the steps in their notebooks.

   a. List every item in every price line carried by the store.
   b. Sort out all these items of merchandise by end use.

6. Explain that the study of the price lines within each classification is essential. It insures that all prices are represented within the assortment, the best selling price lines are appropriately represented, and it prevents duplication of merchandise.

ACTIVITY

1. Have students classify and subclassify their own wardrobes.

H. Planning

1. Ask students to name the two methods used to plan sales and the amount of stock needed to achieve those sales over a six-month period. Elicit dollar planning and unit planning.

2. Review the dollar plan with the students. Remind them that it is based on the dollar value of anticipated sales, stock levels, markdowns, and allowable purchases. It provides a guide to measuring operating expenses; sales objectives; and seasonal goals such as sales, stock turnover, and gross margin.

3. Ask the students if dollar planning is the only method used to plan a well-balanced assortment. Elicit that unit planning is also used. Explain that the unit plan supplements the dollar merchandising plan because under it sales and beginning-of-the-month inventories are first planned in terms of the units of merchandise by classification and price.

4. Explain that unit planning is more advantageous than dollar planning because:

   a. it is more consistant with sales, since sales are in units of merchandise.

   b. it is a guide to the types of quantities of stock needed go meet unit sales goals at each price line.

   c. it helps reduce inventory investment in merchandise that does not sell.

   d. it provides a base for monthly open-to-buy figures so that active classifications are benefitted.

   e. it minimizes overbuying.

   f. it pinpoints the price structure around which the assortment is to be built.

   g. it helps in planning the depth and breadth of an assortment to be offered at any given price.

5. Discuss the pricing of assortments with the class. Explain that price structure is the first consideration in planning the assortment. The second factor is the depth and breadth of the merchandise to be offered at each price point. A store's price structure is determined by management to reflect its customer constituency.

6. List common terms used in pricing on the chalkboard and have students enter the words and definitions in their notebooks.

   a. Price lining - The practice of determining the limited number of retail prices at which a department's assortments will be offered.

   b. Price line - The price point at which an assortment of merchandise is regularly offered for sale.

c. Price range - The spread between the lowest and the highest price line a department carries.

d. Price zone - A series of price lines held relatively close to each other to appeal to a segment of a store's customers. The three most popular price zones are:

. Promotional - lowest price lines carried.
. Volume - middle price lines that usually promote largest sales volume.
. Prestige - highest price lines, to lend importance to the department's assortment.

Most departments will carry all three zones.

ACTIVITIES

1. Have students research the standard industry performance of typical department store monthly sales distributions stated, by percentage in Merchandising and Operating Results, published annually by National Retail Merchant's Association. Have students then graph each month's percentage of annual sales in order for them to visualize a typical monthly sales pattern of large department stores. Then have students select several different types of apparel departments and compare their peak and low sales periods to that of the entire store's. Discuss reasons for these differences.

2. Have students duplicate the research activity of the above, substituting the stock distributions for sales distributions, and discuss the causes of variations.

3. Lead a class discussion on the reasons and need to budget stocks in relation to proposed sales.

4. Present the following hypothetical situation:

   You are the buyer for a teen dress department of a large-volume department store that is opening a new branch early in August. The new site is in an area populated by high middle- to high-income people and borders on an average-income community. The families are mainly young to middle-aged couples with an average of two school children per family.

   Have students prepare to stock assortment and discuss the reasons for their decisions.

5. To gain greater insight into seasonal dollar budgeting and to the decisions buyers make, present the following case situation for class discussion of the reasons for using last year's performance when projecting goals for the following season:

   You, the sweater buyer, are preparing your six-month plan for the fall period. Your store is planning an overall 5 percent increase in sales. For October, the store is planning a big storewide 50th

was enlarged in the summer, and now features an entire collection of Italian knit separates. You have secured an additional counter on the Budget Ready-to-Wear floor where you plan to stock sweaters to retail from $5. to $15. You have already bought and intend to promote a new group of Boutique imported sweaters for evening and cocktail wear. Your performance of last year for this period was:

Six month total sales volume	$750,000
Markup	48.3%
Markdowns	7.5%
Turnover rate	5.5%

What, if any, changes will you make when estimating your figures, and why?"

6. Have students shop one apparel department in a local store and, by observation, estimate and report the percentages carried in stock for each of the following factors: (a) sizes within each size range; (b) price lines within each price range; (c) colors; (d) classifications; (e) materials. For each of the five factors have students make a breakdown by percentage (e.g., 30% green, 20% blue, 10% white, 5% beige, 20% yellow, totaling 100%). Use student reports on their findings to discuss the planning for consumer preferences and the factors that may have influenced the buyer in achieving the assortment carried.

7. Have each student select a particular category of apparel and research a new fashion trend in the merchandise category they chose. Have students report on their category and the research sources of information that they used to determine the trend.

8. Collect examples of different types of industry information used as sources of information in determining what to buy. Present examples to class and have class evaluate the use of each to a buyer.

9. Organize a field trip to a large, local department store to have students observe its methods and procedures of unit control.

10. Have students interview small retailers to determine if and what records they maintain as a guide in deciding what to buy.

11. Have students identify and discuss the special problems they, as customers, have encountered in purchasing fashion merchandise and give specific examples. Have them suggest possible solutions to the problems.

12. Have students plan a unit control system for a school store, or for an imaginary store, and give reasons for the method they are suggesting.

I. Assortment Planning

DEVELOPMENT

1. Explain the the assortment plan needs a great deal of study by they buyer because:

   a. The sales rate and pattern vary from season to season.
   b. Customer preferences change from year to year and season to season.
   c. It is difficult to reorder merchandise during the selling season.

2. Ask students what the buyer's responsibilities are. Elicit that the buyer must be able to accurately estimate the fluctuations in customer demand, because of the slightest change in customer preference, and continually evaluate the assortments in terms of new trends in the wholesale market.

ACTIVITIES

1. Have students visit a department in a large store. Make a list of all the individual characteristics of the merchandise carried within that department for <u>one</u> kind of garment.

2. In a few short paragraphs, have students explain why competition often forces the retailer to keep goods in a certain price range.

J. Classifying a Fashion Department

DEVELOPMENT

1. Review the principles of classifying and subclassifying merchandise with the class.

2. Explain that the techniques used to apply the principles in a fashion department differ from those used in classsifying general merchandise because.

   a. Customer preferences in color, fabric, style vary so widely from season to season that past sales are only a rough guide.

   b. Planning must be based on fashion trends and how they affect the stores target customers.

   c. Demand is as highly seasonal as is availability of goods.

   d. Assortments are geared to a limited period of time, and thus shelf time must be set to control the length of time goods may remain in stock.

   e. Financial risk in handling highly seasonable goods is high.

3. Ask the students why a buyer must follow the progress of fashion trends. Elicit that a buyer must stock the trend at the point in its cycle that the store's target customers are most willing to buy.

4. Stress to the class the necessity for a periodic review of the plan to determine of a change of course is necessary.

ACTIVITIES

1. Have students write a short paragraph describing how a buyer can minimize the financial risk dealing with highly seasonable goods.

2. Assign students to shop the same ready-to-wear classifications in two competitive stores in order to compare the number of price lines and the approximate percentage of stock found at each price point. Instruct students to determine the price range in each store, the individual price lines, and the amount of merchandise at each price line. Utilize students' findings for a class discussion of the factors that influence a store's pricing of different types of ready-to-wear items

   Have students suggest price lines for men's ties in a small, exclusive men's shop; for children's sweaters in a discount operation; for Junior dresses in a department store, and have them justify their decisions.

   Assign students to collect a given number of retail advertisements, over a period of one month, that feature markdowns from original retail prices. Have students analyze and interpret the valuations that are quoted in the advertisements.

K. Planning Assortments in Multi-Unit Retail Outfits

DEVELOPMENT

1. Review the two types of multiunit retail branch-operating department and specialty stores; and chain organizations.

2. Explain that although planning is basically the same, in large group units much autonomy is delegated to individual brances. This is due to varying patterns of demand and competition in the individual brances as well as different location of units.

3. Chain Organizations

   Describe to the class how central merchandising and buying is the rule. However, some limited autonomy is given to individual brances, depending on how interested management is in fashion "rightness."

4. Catalog Stores

   Explain that although planning is centralized, the catalog division planning activity is separate from the retail store planning activity because of different timing of offerings.

ACTIVITIES

1. Bring in a fashion catalog and discuss advance planning for the season.

2. Have students plan an assortment for various fashion departments. Their report should include classifications, pricing, sizing, and at what point in the cycle they would stock merchandise.

Unit VIII

Planning and Controlling Stock

PERFORMANCE OBJECTIVES

Students will be able to:

. identify different methods of stock control.

. keep inventory management records.

. do inventory transactions.

. make up planning reports.

. select and buy fashion goods and assortments.

A. Controlling the Fashion Assortment Using Unit Control

VOCABULARY

periodic stock-count control
perpetual control
stock
visual control
reserve requisition control

DEVELOPMENT

1. Review the planning of a fashion assortment and explain that because of changes in demand the most useful planning tools are detailed reports on unit sales, stock on hand, and stock on order. These reports must include merchandise classifications, subclassifications, and price lines.

2. Tell the students that a system that records the number of units of merchandise bought, sold, in stock, and on order is called unit control.

3. Explain that unit control systems are used to identify centers of demand around which assortments can be planned.

4. Itemize on the chalkboard the types of information that must be recorded. The list should include net sales in numbers of units, stock on hand in numbers of units, stock on order in numbers of units, and an additional breakdowns of this information in whatever detail is relevant, such as retail price, vendor, stock number, size, color, and classification.

5. Develop the concept that there are two types of unit control stystems used in fashion merchandising - perpetual control and periodic stock-count control.

   a. Perpetual control - A system that records goods as they are ordered, received, and sold. The amount of stock is computed from these constantly updated figures, eliminating the need for actual stock counts. Perpetual controls are best suited for goods subject to frequent style changes, goods that have to be carefully monitored for acceptance by customers, and goods with a high unit price. The use of perpetual control is limited mainly to these areas since it is an expensive system to maintain.

   b. Periodic stock-count control- a unit control system in which the stock is counted and recorded at regular intervals. This system is used for moderate- to low-priced goods, merchandise less subject to fashion change, and merchandise that does not lend itself to easy tagging by multipart, print-punch tickets. Under this system sales are calculated from inventory changes between counts, not recorded as they occur. The system is less expensive than perpetual control, but is sufficient to indicate trends in demand.

6. Show students the various forms used in perpetual control and periodic stock-count control. Explain and demonstrate the procedures followed in entering data onto the forms.

7. Explain that there are two procedural adaptations of the periodic stock-count control system - reserve requisition control and visual control:

   a. Reserve requisition control - A form of stock count in which sales floor stock is considered sold and only the reserve stock is counted. In this system the main supply of merchandise is kept in a stockroom. Sales are calculated by adding the requisitions since the last count and the reserve stock. The system is excellent for high-volume, small-unit sales departments.

   b. Visual control - In this form of periodic stock-count control, bins, racks, or drawers are assigned to each size, style, or classification. A periodic physical count is made to determine action to be taken.

ACTIVITIES

1. Have students make a list of ten kinds of information that can be recorded on most perpetual unit control forms.

2. Using the two methods of inventory control discussed, have students compare and contrast the two, and identify the changes caused by consumer demand, technology, and economics.

B. Sources of Unit Control Information

VOCABULARY

purchase order	SKU (stockkeeping unit)
coding	reserve requisition control
automated unit control	receiving apron

DEVELOPMENT

1. Remind the students that unit control really refers to procedures for collecting information on additions to and subtractions from stock during the period that merchandise passes through a store. The main sources of such information are purchase orders, sales records, merchandise transfers, returns from customers, returns to vendors, cancellations, and price changes.

2. Define purchase orders as contracts between a store and a vendor to buy specified goods under specific conditions. When a purchase order has been signed by both parties it becomes legally binding. A purchase order usually contains data such as the date of order, department number, vendor's name and address, number and description of each style ordered, quantities, and details of color, size, and style.

3. Explain to the students that a receiving record is made of each unit of merchandise that comes into a store, and a copy is given to a unit control clerk for recording. These records help to identify cartons and packages included in the shipment. A copy is used by the accounting department for payment acknowledgment. An exact breakdown by size, color, and style is kept for each shipment and is used to check against purchase orders and to prepare price tickets for marking of goods. Each receiving record has a receiving apron - a sequentially numbered form which contains, for incoming goods, all information needed for the accounting department to implement payment, including signatures of those people handling the shipment.

4. Students should learn that sales records are most important in perpetual control systems. These systems require a sales check or price-ticket stub for all items sold, which is recorded on the unit control record. Periodic stock-count control systems do not use recording of sales figures. Sales are calculated as the difference between each stock count. Show students different types of price tags, explain the information on the, and how the punched holes are read by a computer.

5. Explain that department stores frequently transfer merchandise from one branch to another or from one department to another. Merchandise transfer forms are used to record such exchanges for unit control purposes, since the transaction is equivalent to a sale for the department releasing the merchandise and equivalent to a purchase for the department accepting the merchandise.

6. Ask students to name the two forms of merchandise returns. Elicit returns to-vendor and change-backs. Return-to-vendor is a store's invoice for merchandise returned for cause, and a charge-back is an invoice for claims against the vendor or allowances made by the vendor. Goods returned to vendor are deducted from store's inventory and charged back to the vendor. Goods returned by customers and put back into stock are recorded for perpetual control. In periodic stock counts, these small returns are generally not recorded. Obtain a sample form and show it to the students.

7. Explain that cancelled orders are subtracted from goods on order. A store may cancel because of vendor negligence in meeting a date or because a style or color is discontinued. It is important that the cancellation be recorded on the appropriate unit control form immediately.

8. Discuss the way in which price changes can affect the retail value of stock. Explain that unit control records show the original retail price at which merchandise is placed in stock, and stress that proper price change forms must be completed for each price change so that the store's records accurately reflect the current retail value of their inventory.

ACTIVITIES

1. Have students complete an actual purchase order based on teacher-supplied data.

2. Have students collect invoice and order forms from various businesses and note and explain the terms stated on each form.

C. Automated Unit Control

DEVELOPMENT

1. Tell students that today more and more stores have installed electronic data-processing systems that automatically collect and process merchandise information.

2. Explain that an automated system collects the same information as a manual system, but uses computers. The computers require the information to be coded. The code usually consists of series of numbers, which identify the department, classification, vendor, style, color, size, season, and price. Normally an SKU or stockkeeping unit number is used to identify a single item within a classification.

   An example of a normal coding system is:

Department	51
Classification	213
Vendor	779
Style	538
Color	3
Size	10
Season	21
Price	$64

   In contrast, an SKU system would have a multi-digit number that represents all of the coded information.

3. Explain to the students that there are many different forms of automated unit control hardware, from print-punch price tickets to computerized registers.

   a. Print-punch price tickets - Using visual aids, show how a series of holes punched into a ticket, encoded to match the printed information, is read and interpreted by electronically controlled machines. Explain that these are commonly called "Kimball tickets" after the company that originated them. When an item is sold, the end of the ticket is fed into a machine that reads the encoded information and sorts and records it.

   b. Hand-held wands - these are more complex than computerized registers. An electronic wand reads a magnetized bar on the sales ticket and thus avoids human error. The register records the sale and relays the information to a computer. Some of these computers are even set to reorder goods automatically when the stock reaches a predetermined level or EOQ (economic ordering quantity).

4. Discuss with the class the advantages and disadvantages of automated unit control:

Advantages	Disadvantages
1. Much faster. 2. More accurate. 3. Easier to find errors. 4. Buyers have facts readily available on desirable vendors, reordering, complete assortment, consumer demand. 5. Assessing effects of projects by having timely information on results.	1. Too much information. 2. Need stricter controls. 3. Carelessness by clerk can result in inaccurate and misleading figures. 4. Costly.

ACTIVITIES

1. Have a classroom debate on the advisability of changing the price on a ticket by crossing off the old price and writing in new prices, or just replacing the price ticket.

2. Have students write a report on computerized registers, covering the impact of computerization on the job of the cashier, accountant, recordkeeper, stock clerk, shipping and receiving clerk.

D. Methods of Inventory Control

DEVELOPMENT

1. Ask the students how a store guarantees that a buyer's job is done effectively. Elicit that a number of control procedures have been established. Among these are procedures for ongoing control of the money invested in inventory.

2. Explain that are several different methods of inventory control.

   a. Dollar inventory control - purchases of additional goods are controlled by actual dollar sales as compared with planned dollar sales and by the dollar value of stock on hand.

   b. Retail method of inventory control - This refers to the accounting system used by most retail organizations. Unlike most accounting systems, all records of transactions affecting the value of inventory (sales, purchase, transfers, markdowns, and returns) are added or subtracted from the inventory at the retail value. Contrast the retail method of inventory control with the conventional method of inventory control.

ACTIVITY

Arrange for a visit to a store's accounting department to view data-recording operations.

VOCABULARY

planned dollar sales
dollar value of stock on hand

E. The Inventory Transactions

VOCABULARY

mark up	claims
markdown	shortage
allowance	overage
returns	pre-retail

DEVELOPMENT

1. Explain that once a beginning inventory has been established all subsequent transactions must be recorded in both the departmental records and the accounting department records.

2. List for the students the transactions the affect inventory:

   a. Purchases - These are recorded at both cost and retail. This requires the unit retail price to be entered on each invoice covering shipments from vendors. This requires buyers to preretail their orders; in other words, they must indicate the intended retail price of all items on each purchase order.

   b. Sales - A record of sales is made either on a cash register or on a salescheck. A daily total sales figure is obtained from register tapes and duplicate sales slips.

   c. Customer returns - These are recorded on sales credit forms or on a register and are entered as an increase in the retail value of inventory.

   d. Price changes - Change in price that occurs after an item is placed in stock are recorded on special price change forms and forwarded to the accounting department, which then increases or decreases the value of inventory. Price changes take the following forms:

      . additional mark up in retail prices.
      . cancellations of additional markup.
      . markdowns in retail prices.
      . markdown cancellations or price increases.

   e. Transfer of Goods - Any transfer of merchandise from one department or unit to another is accounted for as a decrease in the inventory value of the department it leaves and an increase in the value of the receiving department.

f. Returns-to-vendor - Merchandise returned to vendors for credit is reported to the accounting department on a return-to-vendor or charge-back form, which includes a description of the merchandise, quantities, unit and total cost, and retail prices. Each return decreases the value of the book inventory. Some charge-backs do not involve merchandise returns but claims or allowances, as when vendor agrees to a lump sum allowance toward transportation costs. This amount reduces cost of transportation, but does not change the retail value of inventory.

3. Explain to the class that merchandise on order is a report of outstanding orders. It shows how the buyer's open-to-buy is committed, even though the goods are not available for sale. Tell the students how important adherence to delivery schedules is for the success of a store's plan.

F. Inventory Control

DEVELOPMENT

1. Ask the why physical inventory is needed when computers keep a perpetual inventory. Elicit that errors are made in recordkeeping, sales are rung up wrong, pieces may be incorrectly counted during transfers or price changes, and unrecorded shortages may occur through theft or shoplifting.

2. Explain that for the reasons listed earlier, perpetual inventory is never the same as the physical inventory and that as a result an end-of-year physical inventory should be taken.

3. List on the chalkboard the procedures to be followed for taking a physical inventory. Explain that a physical count requires an exact cutoff date on all inventory records. Every transaction up to that date must be recorded so that the book inventory is complete up to the day the physical count is taken. Each and every piece of merchandise belonging to a department must be counted, no matter if it is located on the selling floor, in the repair department, in the stock room, on display, or in another selling department.

4. Ask students why stores close to take inventory count. Elicit that it is done so that selling does not interfere with stocktaking and that stocktakers should be people who don't normally handle the merchandise being counted.

5. Explain that inventory cards or sheets are provided for the counting by the company's accounting department. Most stores assign a separate card to each drawer or cabinet, and, with the use of floorplan maps, every nook and cranny where goods might be stored is accounted for. These cards make provision for classification, season letter or code, other requested subdivision, as well as the retail selling price. Sequentially numbered cards that are properly assigned will assure the thoroughness of the inventory.

6. Discuss the problem of stock shortages and overages with the class. Review the definitions of shortages and overages that were given in unit seven. Explain that open shelves and selfservice have tended to increase departmental shortages because theft is more difficult to detect.

7. Tell students that stores constantly try to reduce shortages. Why? They are an important factor in retail pricing which must be planned initially to include coverage for the loss of income they cause. As a precaution against theft stores have begun to use sensitized price tags and have increased security.

8. Explain to the students that clerical errors can also be the cause of shortages and overages. List on the chalkboard some of the common clerical errors, including:

   . failure to take or record markdowns properly.
   . mistakes in calculating retail values of invoices.
   . mistakes in charging or crediting department sales.
   . mistakes in recording merchandise transfers.
   . mistakes in recording returns-to-vendor.
   . mistakes in recording physical counts of inventory.

ACTIVITIES

1. Have students take an inventory of their own wardrobes and keep a log of replacements, purchases, and/or discarded items for a one-month period.

2. Have the class discuss the causes of shortages in retail stores and the prevention of those shortages.

3. Have students give examples of their personal experiences in stores that may have caused shortages.

4. Have students report on the kinds of antitheft devices that stores use.

5. Have students prepare inventory cards for different drawers and closets in their own homes.

G. Inventory Records Management

VOCABULARY

periodic sales reports
purchase journal
flash sales report
stock report
"Beat Last Year" book

DEVELOPMENT

1. Display a print-out of purchases and returns and explain that it is issued monthly by the accounting department to each department listing all invoices for purchases, transfers of merchandise, returns-to-vendors, and claims against vendors for a stated period. The information on each transaction listed includes the department name and number; the vendor name and number; dates of receipt and shipment; invoice number, date, and amount; freight charges; discounts earned; total cost; total retail; and the mark up percentage.

2. Tell the students that each buyer receives a number of periodic reports on the results of the department's merchandising operation. The periodic financial reports also go to top management. The purpose is to compare sales figures and guide the buyer to more profitable operations. The format of these reports varies widely. They are known variously as sales reports, sales and stock reports, departmental operating statements, and open-to-buy reports.

3. Define a flash sales report as a report that indicates sales for a day from each department or branch for immediate comparison.

4. Explain that periodic sales reports are similar to flash sales reports but more detailed. They are prepared on a regular basis from daily to weekly. They show sales and customer returns in units, dollars, or both; they give the classification, price line, style number, and vendor of each item. Weekly reports give buyers a fast complete review of sales at all branches and enable changes to be made quickly.

5. Ask students what they think a "Beat Last Year" book might be. Elicit that it is a simple day-by-day sales record or diary. It includes special conditions that affect sales total for that day, such as sales, strikes, bad weather, and promotional campaigns.

6. Introduce the concept of the sales and stock report by reminding students that sales alone are only half of the merchandise picture. The buyer must also have control of information on stocks. These reports are issued weekly, semimonthly, or monthly and show sales for the period, inventory on hand or on order, planned sales and stocks, sales and stock for the same period last year, cumulative figures for the year to date, the dollar purchases for current period, and the dollar markdowns for current period.

ACTIVITIES

1. Have students indicate in writing why they think that a buyer must constantly refer to sales figures from the previous financial reporting intervals.

2. Have students go to a local department store and get copies of various stock and sales reporting forms. Have a class discussion on the similarities and differences found on the forms.

H. Planning Reports

VOCABULARY

open-to-buy
gross sales
net sales
gross margin
cash discount
operating expenses
markdown analysis
stock turnover

DEVELOPMENT

1. Tell students that departmental operating statements are issued monthly by the accounting department. These give buyers the financial information about the department's total merchandising operation.

2. Display an open-to-buy report and tell the class that for buyers and management this is the most important merchandising tool because it keeps the inventory investment in line with plans and sales. It tells the buyer how much money is still left for purchases during a given period. Having this information enables the buyer to take advantage of new trends or make adjustments in purchase plans to adapt to changes in customer interest. These reports are expressed either in units or dollars and are usually issued weekly.

3. List for the students and explain each of the management reports used to evaluate the success of the merchandising operation.

   a. Basic stock lists - A list of items that enjoy such consistent demand that they should be in stock in a complete range of sizes and colors at a best-selling price range throughout the season. Some stores have buyers draw up two separate budgets for each classification. This is done to make sure that, regardless of the store's open-to-buy setup, there is always money available for basics.

   b. Prior stock report - A report that summarizes information about the amount of stock still on hand from prior seasons. The report is in units and dollars. The information is gathered by reading the season code on each price ticket. The report divides the stock into age groups, totals each group, and then shows the percentage of the total inventory each group constitutes. Explain that the buyer is reminded by this list which goods should be marked down for quick disposal and to open up inventory stock dollars that lie dormant.

c. Markdown analyses - Markdowns are recorded on forms provided by the accounting department. Each analysis of the markdown provides management with information about a buyer's proficiency; provides buyers with information about customer preferences as to fashion cycle; and provides information on vendors' late deliveries, weather problems, and other unforeseen factors that influence sales. Tell students that many stores pressure buyers to mark down high-fashion goods to sell them fast.

d. Customer returns - These are also a gauge of a buyer's competence. By studying the pattern of goods being returned, buyers are told which goods are not to customers' liking, or that there is poor quality control.

e. Vendor analysis - Keeping a record of the amount of goods purchased, initial markup, and percentage of markdowns from each vendor enables the buyer to determine which sources seem to be most preferred by the store's customers.

f. Stock turnover - The more rapidly a store turns over its stock, the more profitably it operates. Turnover rate is calculated by dividing net sales for a year by the average retail value of the inventory for that year. The ratio of sales to stock is a guide to how well the buyer's sales are moving in relation to the dollar investment. Turnover can be improved by better planning of assortment. Too high a turnover may mean inadequate stocks or unbalanced assortments. It may cause a loss of customers if they cannot find a wanted style, color, or size.

g. Other measuring devices:

1. Transactions - This is a tally of the number of individual sales made during a period. The increase or decrease is a gauge of how business is doing.

2. Average gross sales - This is the net sales of a department divided by the number of transactions. An increase in the average gross sales is a good indication of how a store is doing.

3. Sales per square foot - The number of square feet in a department's selling area, divided into the net sales, will give a sales per square foot total. This figure can be a guide to see how a department performs over a period of time and can be compared with figures of similar departments in other stores.

ACTIVITIES

1. Secure examples of open-to-buy forms used in retail stores and use an overhead or opaque projector to demonstrate visually to the class the decisions involved and the relationship and sequence of the factors planned.

2. Discuss how open-to-buy is calculated. Provide class problems in computing open-to-buy.

3. Have students visit a local store and write a short report on suggestions for a new type of fixture to increase display space and, they hope, sales.

I. Selecting and Buying Fashion Goods

VOCABULARY

buying plan
open-to-buy
stock on hand
stock on order
planned stock

DEVELOPMENT

1. Explain that when a buyer goes to the wholesale market the store is prepared to spend a great deal of money. To guarantee that the money is spent wisely, most stores require a buying plan to be drawn up and approved prior to the buying trip. This is a general description of the types or quantities of merchandise a buyer expects to purchase for delivery within a specific period of time. It sets a limit on the amount of money to be spent, so purchases are kept in line with planned sales and inventory levels.

2. Review the definition of open-to-buy as the amount of money a buyer has available to spend on merchandise for delivery during a fixed period less outstanding orders scheduled for delivery during that period. The formula used to calculate open-to-buy is:

$$\text{OTB} = \begin{array}{l} \text{planned sales for period} \\ + \text{planned markdowns} \\ + \text{planned closing stock} \\ \\ - \text{stock on hand} \\ - \text{merchandise on order for delivery this period} \end{array}$$

Open-to-buy is usually shown by classificiation and price line within each classification. The dollar figure shows management whether the proposed purchase is within the dollar limits of the established merchandise budget. It is a useful guide for buyers to use in gauging future deliveries.

3. Define stock on hand and on order as the current merchandise on hand and already ordered. These are indicated on a buying plan in each classification of merchandise to be purchased. Using these figures management can tell whether proposed purchases are within current budget limits.

4. Explain the phrase sales for the period as the most recent sales estimates and reports available in either units or dollars. By comparing the estimates with actual recent sales the buyer can make a better and more accurate estimate of future needs in terms of budgets and assortments.

5. Tell students that the planned end-of-period inventory figures are very important in planning purchases. Because of the rapid rise and fall of demand it is essential to limit inventory. There must be sufficient stock for sale at the end of the planning period.

6. Tell students that buyers must indicate the quantities of each type of merchandise they want to purchase on each trip in order to maintain the assortment. This judgment is based on market sales potential, availability of merchandise, market conditions, and other factors. The timing of the market trip will determine the percentage of the total planned purchases that are made on this trip. A good buyer will provide for unexpected trends and for changing customer demand.

ACTIVITIES

1. Have students work in groups to identify the steps they take in planning to buy replacement clothing for their wardrobes. A student spokesperson for each group should report the groups findings.

2. Have the class compare the steps they followed with the steps used by fashion buyers.

J. How a Buyer Plans

VOCABULARY

overstock
resident buying office
store-owned office
private office
syndicated office
market representative
buyer clinics

DEVELOPMENT

1. Explain to the students that, before actually drawing up a buying plan, buyers and merchants review the stock in several aspects, including overstock conditions, popular or "hot items," and upcoming sales or other special events.

2. Tell students that any part of the assortment that exceeds its planned size requires action. If it requires a markdown, provision may have to be made to accomodate the goods in a lower price buying plan. Overstock may be a signal against further purchases of a price line, color, fabric, or some other feature.

3. Define "hot items" as new items that have demonstrated greater customer acceptance than was anticipated. This may necessitate the buyer's revising the buying plans.

4. Talk to the students about the importance of timing the market trip. Explain that the more often buyers are able to review and compare manufacturer's lines, the better they can implement the proper assortment for their target customers. Most buyers view new lines during the major market seasons of fall/winter and spring/summer. The shows are held long before the selling season to allow more lead time between show and delivery of goods for a peak selling period. The new lines are shown to the buyers at the trade shows, which are very elaborate and theatrical.

5. Review with the class the concept of the resident buying office and explain that nearly all resident buying offices headquarter in New York City, with branches in other important market centers in the U.S. and abroad. Go over the various types of resident buying offices detailed in unit seven.

6. Tell students that the market representatives in the buying offices are specialists who covers a narrow segment of the total market. They are authorities on supply, demand, styles, prices, deliveries, and all supply and service problems. They do all the looking that a buyer would do, except at the buyer's explicit request. They are also available to store buyers who may be in the market. They often notify stores, by special bulletin, of unusual opportunities in the market.

7. Outline the services provided by Resident Buying Offices:

   a. They provide current market information. When member stores' buyers come to the market, they check in first with the RBO and review their buying plans with the appropriate market representative. In light of the current situation, buyer and representative determine any needed changes in the buying plans. Buyers save a great deal of time, since representatives can direct them to proper resources.

   b. They provide buyer clinics. RBOs arrange meetings for client store buyers to acquaint them with current fashion and market situations. They discuss fashion trends, supply, retail prices, and market condition. Buyers often gain confidence in their own plans.

   c. RBOs can act for the store and place orders for goods, with each store providing information to the RBO as to merchandise budget and an assortment plan. The merchandiser at the RBO has all the store records and acts for the store.

   d. They arrange group purchases. Several stores often act together and buy the same goods, so they all can take advantage of a large volume purchase. Many good features of buying as a group can be realized.

   e. They offer order placement and follow-up. Many market representatives are given permission by the buyers to place orders for them. Buyers often set aside part of their OTB for the market representative to fill in. Buyers usually send special orders to market representatives for quick service from the vendors. RBOs will followup deliveries for the buyers with vendors.

8. Explain that buyers can collect additional facts and opinions throughout their market trips. They also gain expertise through:

   a. other fashion buyers within their own organization.

   b. editorial boards of consumer magazines. They study their readers carefully, often with research projections. They can forecast with a high degree of accuracy the styles that will win acceptance in the months ahead.

   c. magazine editors - They often select items and feature stores' name as retail sources for goods being editorially featured. Stores accepting credit are expected to stock items to satisfy local demand.

   d. magazine offices - Many magazines have photos or samples of fashion goods to be featured in the future. Buyers can thus get trend news and suggestions about promotional tie-ins.

ACTIVITIES

1. Have the class check Women's Wear Daily or the New York Times to determine trade show dates. Notice the columns on the arrival of buyers, and the proximity in time of their arrival with the dates of trade shows.

2. Have students write about the major functions of a resident buying office.

3. Have the class list and define the different types of resident buying offices.

4. Make a class chart that indicates the similarities and differences among the major resident buying offices.

5. Plan a trip to a resident buying office to watch workers perform their services. If they are not busy, ask them to discuss the services they perform with the class.

6. Have the students visit the library and select a number of consumer magazines. Then, have them report on a fashion forecast and compare these forecasts from different magazines.

7. Have the students check a fashion magazine and write a brief report about some goods that were commented upon editorially in the magazine.

Unit IX
Fashion Promotion

PERFORMANCE OBJECTIVES

Students will be able to:

. differentiate between advertising and publicity.

. list five appropriate sales promotion techniques.

. identify and explain the advantages and disadvantages of at least three types of media.

. identify and explain at least three factors in the planning of an advertising campaign.

. define at least eight fashion-related terms.

. list the personal qualifications needed by a fashion salesperson.

. explain two different types of training programs used in fashion retailing.

. describe and explain the use of vendor aids.

A. Sales Promotion

VOCABULARY

advertising
publicity
salesmanship
copy
promotion

DEVELOPMENT

1. Explain to the students that although half the job of selling is having the merchandise that people want, the other half of sales promotion is the arousal of customer interest.

2. Define sales promotion in fashion as the coordination of advertising, display, publicity, and personal salesmanship.

3. Ask students to name some of the more common special promotions. Elicit anniversary sales, white sales, back-to-school promotions, Easter, Mother's Day, Father's Day, and other holiday promotions.

4. Detail for the students the operation of the sales promotion division. Explain that the chief executive is responsible for preparing the promotional plans and budgets for the entire store. This is done in consultation with the advertising manager, display manager, publicity director, merchandise managers, and fashion coordinator. The promotional plan indicates which of the activities will be utilized and to what extent for the upcoming season. Based on this overall plan each department within the sales promotion division then prepares its own seasonal plan and budget sales promotion budgets for fashion departments are usually higher than those selling staple goods.

5. Tell the students that the largest share of the sales promotion budget is spent on advertising and most of that is allocated to newspaper space.

ACTIVITIES

1. Have students collect and mount different fashion advertisements and identify the general objectives of sales promotion that each reflects.

2. Assign students to research and list all the advertising media available in the community, compare the frequency of their promotional use for different types and categories of apparel and accessories, and cite specific examples. For each type or category of merchandise, have the students analyze the consumer segment to which the media is appealing as, for example, a children's clothing ad in a newspaper appealing to mothers.

3. Draw or show an organizational chart of a typical large department store, and lead a class discussion on the relationship and interaction between the sales promotion division and the other major divisions of the store.

4. Have students do research on sales promotion activities in foreign countries, and report findings to the class for further discussion.

B. Advertising

VOCABULARY

advertising campaign
media
target market
estimated sales
cooperative advertising
window display
panorama

DEVELOPMENT

1. Define advertising as the paid use of space or time in any medium. Ask students where advertising may appear. Elicit that it may appear in newspapers, magazines, direct-mail pieces, shopping news bulletins, theatre programs, catalogues, bus and subway cards, and on radio and TV. Most retailers make use of a combination of media.

2. Explain that there are two basic types of ads used by stores - the merchandise or promotional advertisement which is designed to sell specific items, and the prestige or institutional advertisement which "sells" the store and its image rather than a specific piece of merchandise.

3. Tell students that most large department stores have an in-house advertising department supervised by the sales promotion manager and staffed by copywriters and artists. Smaller stores, to cut expenses, hire outside advertising agencies to prepare and execute their campaigns.

4. Discuss the preparation of an advertising campaign with the students. Tell them that advertising plans, like sales plans, are done by the season, quarter, month, or week. The plan includes the dates advertisements will run, departments and items to be advertised, estimates of sales that will result from the ads, the media to be employed, space and time in each medium, and the cost both in dollars and as a percentage of sales. These are prepared months in advance and may have to be changed if items are not in stock or have become poor sellers.

5. Explain that the advertising plan is based upon past experience, present conditions, future expectations, conditions in and out of the store, management goals, experience of other retailers, and information from the National Retail Merchants Association, the store's resident buying office, and various trade publications.

6. Detail for the students that various media used:

   a. Newspapers - These provide immediate impact, great flexibility, and broad local exposure. Ads can be changed up to the last minute since these pages "close" the day before publication rather than weeks before as magazines do. Fashion retailers analyze the readership of various papers and advertise in the ones read by their target clientele.

b. Radio - This is the medium advertisers use to reach the youth market. Teenagers are not newspaper readers, but do listen to the radio. Additionally, commuters are reached in their car radios. If a store's target population falls within one of these groups it will use the radio.

c. Television - This is a very costly medium and used only in areas with no daily paper or by large stores to enhance their newspaper campaign.

d. Direct mail - This is an outstanding way of reaching target customers. It lends itself to fashion promotion both in the form of large catalogues and simple statement stuffers that come with monthly bills. Most stores do both forms of direct mail, sending out many ads each month and catalogues for major promotions.

e. Mail order and telephone solicitation - Mail-order coupons have become less popular and have been replaced by call-in ads. Customers who see items they want no longer have to send for them, but can call the store's operator for an immediate order.

f. Magazines - Retailers usually use local news media, but occasionally place an ad for a special item in a specialty magazine such as Brides or take a listing for a piece of fine one-of-a-kind jewelry in a prestige magazine.

8. Identify for the students the factors the advertising manager considers when preparing a campaign. Include in your list the dates of the planned ads, the items to be advertised, the estimated sales to be generated, the media to be used, the amount of space and/or time to be purchased in each medium, the cost, and the target market.

9. Explain that cooperative advertising is advertising done in conjunction with the manufacturer of a particular item. Cooperative advertising is advantageous in that more money is available, larger and more frequent ads can be run, it assures a good relationship with the manufacturer, and the risks of introducing a new product are shared. In contrast, cooperative advertising sometimes causes the buyer to buy advertising rather than merchandise, which can result in poor assortments.

ACTIVITIES

1. Have students collect, mount, and label examples of various media used in advertising and compare the media collected in terms of effectiveness as a means of selling fashion merchandise.

2. Assign students to bring into class examples of fashion advertisements by a retailer, an apparel or accessory producer, and a producer of fabrics or leathers. Discuss and analyze with the class the total effectiveness of each in relation to copy, artwork, and layout.

3. Have students collect examples of institutional ads and product ads and identify the type of appeal in each. Lead a class discussion to evaluate the approach in each ad in terms of its appeal.

4. Have students collect examples of different types of retail fashion advertising and identify each type.

5. Organize a field trip to the advertising department of a large local store to observe the actual production of advertistments. Have an advertising representative discuss the relationship of the buyers to the advertising department.

6. Select what is a poor ad and a very effective ad for presentation to the class. Have class discuss and evaluate each one in relation to the characteristics of effective advertising.

7. Have one or more student committees select, for class presentation, examples of fashion merchandise to be advertised and give their ideas on where (media), and when (dates) it should be advertised. Have class evaluate the merchandise selected, the media chosen, and the timing.

8. Select three significant dates in fashion retailing and have students suggest merchandise to be used for advertisements on the specified dates. Have class discuss the suggested merchandise in relation to its appropriateness for the dates given.

C. Displays

VOCABULARY

vignettes
assortment display
self-selection rack
counter cards

DEVELOPMENT

1. Define display as the visual presentation of merchandise.

2. Review the various types of window and indoor displays that were discussed in unit six.

ACTIVITY

Have students describe the major types of interior displays found in stores and their uses for specific types of fashion merchandise.

D. Publicity

VOCABULARY

release date
press release
publicity
advertising

DEVELOPMENT

1. Define publicity as the free and voluntary mention of a firm, brand, product, or person in some form of the media.

2. Tell students that since publicity is free it can bring valuable sales results for little or no cost. Explain that, unlike purchased advertising, publicity is controlled by the media and not the store.

3. Explain that the purpose of publicity is to promote the sale of fashion merchandise by informing consumers about the importance of a trend or style, a designer, a manufacturer, or a retailer.

4. Explore with the students the methods of obtaining publicity:

   a. Press release - A written statement of news that has occurred or is about to occur. Press releases may originate with the store or may be written by the vendors of the products involved.

   b. Photographs - These are usually glossy photographs of a model dressed in one of a vendor's new styles sent directly to editors of fashion magazines and newspapers with a short description of style, fabric, sizes, and other pertinent information attached.

   c. Telephone calls - Retailers call to alert fashion editors to forthcoming fashion happenings, such as charity shows or celebrity appearances.

   d. Fashion consultations - Free talks or appearances offered by retailers to the media to stimulate publicity.

5. Discuss the media that is available to retailers seeking puclicity:

   a. Newspapers - A frequent purchaser of advertising space will get preferential treatment in terms of publicity. Newspapers are the most receptive to requests for publicity because of their frequent publication. Fashion editors and women's page editors look for items to fill their columns.

   b. Magazines - Fashion and consumer magazines often show fashions editorally and mention stores where these items can be purchased. These mentions are called editorial credits. The store accepts or rejects the offer of credit based on the value in terms of publicity, the confidence the store places on the item being featured, the other stores receiving similar credit, the importance of the manufacturer of the item to the store, and the number of credits the store has with other magazines.

c. Radio and television - A consistent user of advertising time may get preferential treatment. Stores seek mentions from those stations and programs that their target customers usually listen to or watch.

6. Discuss with the class the sources of publicity a store has at its disposal:

   a. The fashion coordinator - This is the store's ranking fashion authority. Among the duties of the fashion coordinator is the generation of publicity through fashion shows, clinics, demonstrations, speeches, appearances, and arranging for visits from designers or vendor representatives.

   b. Fashion shows - These theatrical presentations employ models, music, and commentators and are very glamorous affairs which attract audiences and members of the press.

   c. Visits from designers and vendors - A visit can often gain publicity for the designer or vendor as well as the store. Some visitors are good speakers and give television and press interviewers as well as in-store appearances. Usually trunk shows that display a designer's or vendor's line are held at the same time, enhancing the publicity value. This should be planned as far in advance as possible in order to get information to the media.

   d. Vendor publicity - The vendor's staff supplements the work of the store's publicity department. Vendors make photographs, press releases, and reproductions of magazine layouts available either through the store or directly to the media.

   e. Trade groups and associations - These groups frequently release publicity to the media and stores, usually tied with national publicity efforts on behalf of the new trends.

ACTIVITIES

1. Organize committees of students to plan the details of a hypothetical special-event fashion promotion for a producer or retailer. Have teams present their plan and/or their event to the class by means of a conference, demonstration, or clinic, and have class evaluate its selling effectiveness.

2. Have students list local special-event promotions that have occured within a given time. If possible, have students analyze different events in terms of their type, objective, and selling effectiveness.

3. Bring into class examples of current fashion publicity appearing in magazines and/or local newspapers. Discuss with the students the differences between publicity messages and advertising messages appearing in the same media.

E. Fashion Selling

VOCABULARY

personal sales
salon sales
over-the-counter sales
self-selection sales
buyer
on-the-job training
on-the-job supervision
selling tips
coordination

DEVELOPMENT

1. Discuss the fact that advertising, display, and publicity all serve to bring people into a store, but at that point the most important sales promotion aid - the salesperson - takes over. Tell the students that good salesmanship has been defined as "the business of helping people to understand their needs and of showing them how those needs can be satisfied."

2. Talk about the importance of the trained salesperson, who makes the final selling contact between the store and the customer.

3. Go over the various techniques of fashion selling with the class:

   a. Personal selling - The salesperson actively assists customers in choosing articles for their individual tastes and needs.

   b. Salon selling - In a salon little or no stock is exposed except when brought out by the salesperson.

   c. Over-the-counter selling - Most merchandise is kept on shelves or in display cabinets and the salesperson uses personal selling to help customers select merchandise.

   d. Self-selection selling - This is the least personal type of selling and the one now used in most large stores. Goods are arranged so customers may make selections without the aid of a salesperson. Salespeople are available to answer customers' questions about the merchandise and to help close a sale if necessary.

ACTIVITIES

1. Have students identify and list retail and manufacturing firms in the community who are in the apparel business and decide which personal selling method might be advantageously used by each type of firm. Discuss the need for each type of selling and what factors influence the methods of selling that are used.

2. Have each student examine the clothes that they are wearing and analyze each item for how and where it was bought, what selling procedures and/or activities were involved, and their opinion of the salesperson's knowledge. Have students come to conclusions on the importance of the salesperson in their final decision to buy.

3. Have students report on their personal experiences with "good" and "bad" salespeople and explain their classification of the salespeople as "good" or "bad."

4. Give students a variety of case problems involving sales presentations.

F. Selling as a Buyer's Responsibility

DEVELOPMENT

1. Explain that the buyer has some responsibility for the training of salespeople and that this depends on the size and type of store. In smaller stores buyers do on-the-job supervision; in large stores, buyers send fashion news memoranda to salespeople.

2. Tell students that the buyer must alert the sales force to current trends as well as pointing out the specific features of new goods.

3. Stress that the buyer is able to provide selling tips on use, care, and accessorizing of goods to help the customer achieve the desired fashion.

ACTIVITIES

1. Divide the class into groups of retail salespeople and retail customers. Have each group discuss and come to conclusions on what they should or what they want to know about the merchandise that they are selling or buying. For example, customers may want to know fashion features, washability, and/or other care factors, etc.; salespeople may want to know construction processes, appropriate end uses, etc. Have class come to conclusions on the information a customer expects from salespeople and what a salesperson should know.

2. Have each student collect a given assortment of apparel and accessory hangtags, labels, advertisements, and bill enclosures. For each item collected, direct students to list the information in it that may be used as selling points or benefits to a customer. Display the various student collections and have students evaluate the different types of items as a source of product or service information for salespeople.

3. Have students discuss why they buy new clothing and accessories and identify their reasons as either emotional or rational. Have class come to conclusions on the implications of consumer fashion buying motives for salespeople.

4. Have each student collect two or more apparel and/or accessory ads, identify the buying motives to which each appeals, and underline the specific appeal words in the ad. Have class come to conclusions on the dominant motives in buying fashion products and their implications for salespeople.

Unit X

Coordinating the Fashion Image

PERFORMANCE OBJECTIVES

Students will be able to:

- explain at least five of the responsibilities of the fashion coordinator.
- demonstrate the necessary component parts of a good sale and the requirements necessary to be a successful salesperson.
- indicate how large stores manage to cater to a number of different target markets through the "fashion image" concept.
- explain the "shop concept" of merchandising fashion and how it can help the customer to select and coordinate fashion goods.
- explain why "store image" is so important in selling fashion and why stores may sometimes seek to change the image.

A. Introduction to Fashion Coordination

VOCABULARY

shop
boutique
fashion forecasting
trends
fashion coordination

DEVELOPMENT

1. Define fashion coordination as the function of analyzing fashion trends, to ensure appropriate style quality and appealing goods for the target customers.

2. Tell the students that fashion coordination requires a great deal of teamwork. The store must coordinate the assortments of the each of its fashion departments so that customers can coordinate and accessorize their wardrobes.

3. Explain that fashion coordination begins with the planning of the total fashion image, then the merchandise that fits this image is selected and the assortments are built, and finally advertising, display, publicity, are planned, along with promotional events.

ACTIVITY

Show students a film, filmstrip, or a series of advertisements showing the historical development of fashion coordination. Then:

a. discuss the historical development of the coordination function in retail stores from its beginning to the present time.

b. discuss the major responsibilities of a coordinator.

c. have students write a two-page summary of their views in the class discussion.

B. The Fashion Coordinator

DEVELOPMENT

1. Explain that one person in a department has the ultimate responsibility for the direction or coordination of fashion and that this person is the fashion coordinator.

2. Give students a brief history of the development of the coordinator's function. Begin with Tobe Collier Davis, the first stylist, continue by discussing the development of the 5,000-member Fashion Group and its regional network, and discuss today's fashion coordinator who controls the image a store or department projects.

3. Explain that a fashion coordinator's responsibilities lie in the areas of merchandising, market work, coordinating departments, fashion forecasting, sales training, and sales promotion.

4. List on the chalkboard the merchandising responsibilities of the fashion coordinator:

   . evaluating current fashion trends in terms of the stores clientele and image.
   . alert buyers and management to incoming fashions to facilitate advance planning.
   . being aware of waning fashions.
   . assisting buyers in selecting goods (when requested to do so).
   . assisting buyers in coordinating with other departments.
   . aiding in developing new goods or markets for the store.

5. Tell the students that the second area of responsibility, market work, consists of visiting a wide assortment of markets to get a broad background of information both to see the complete fashion picture and to be able to interpret the direction of coming fashion trends in all areas of fashion, from coats to accessories.

6. Remind students that the third area of responsibility is developing coordination between the various fashion departments. This is done by working with management to ascertain the degree of fashion leadership the store wishes to take as well the extent of the merchandising and promotional efforts the store plans on pursuing. Given this information, the coordinator can harmonize this image in each department and can act as a liaison between the promotional staff and the buyers.

7. The fourth area of involvement is fashion forecasting. Tell students that the fashion coordinator must collect all available information and then evaluate the trends for the coming season in terms of style, colors, textures, and silhouettes. This is reported to management along with suggestions on how to inplement an image using those styles. From this, management selects the trends it wishes to follow and what it wishes to promote. From these forecast reports buyers are able to proceed with more assurance, promotional staff can plan events, and display people can begin assembling props.

8. In order to clarify the fifth area of a fashion coordinator's responsibility, ask students how the sales staff becomes acquainted with new fashions. Elicit that the fashion coordinator offers fashion shows, pamphlets, talks with actual samples, color slides, and closed-circuit TV shows for salespeople, display staff, and advertising staff.

9. Tell students that the sixth and final area of responsibility that is covered by the fashion coordinator is sales promotion. Specifically, the fashion coordinator provides the advertising and display staff with background information on the specific goods to be featured; checks that advertisements and displays maintain the store's fashion image; accessorizes outfits for displays; suggests and supervises special events, stage manages fashion shows, and gives talks to groups outside of the store.

ACTIVITIES

1. Have students write on at least three areas of responsibilities of the fashion coordinator, explaining the coordinating functions in each category.

2. Invite a fashion coordinator to speak about the responsibilities and educational requirements necessary to function in the job.

3. Have students develop a plan of action for gathering the necessary data to ascertain the market of:

   . a clutchbag.
   . lace clothing, ala - Madonna or Prince
   . patent leather shoes.
   . pastel scarves.

   Have students assume that the responsibility for a plan is within their job description. The students should develop such a plan with an explanation of what each item in the plan hopes to accomplish.

4. Invite a floor salesperson to visit the class so that the students may become aware of the educational and traning experience needed for the job based upon a first-hand report from field personnel.

C. Retail Fashion Coordination

VOCABULARY

national brand
exclusivity
store image
fashion image

DEVELOPMENT

1. Tell students that the objective of all retail fashion coordination is the projection of a specific fashion image through promotion, public relations, selection of the covered fashion assortment, and the presentation of merchandise.

2. Explain that the manner in which the coordination is achieved is dependent not only upon personnel, skills, and responsibilities, but also on the size and type of store involved.

3. Analyze with the students the way various types of retail establishments implement fashion coordination:

   a. Large, multibranch stores - A large store usually maintains a full fashion office with a complete staff of specialists. Each specialist covers a special area and reports to the fashion coordinator or director. The director usually attends all market openings at home and abroad, maintains contact with newspaper and magazine editors, attends charity events and opera openings, frequents other places to see what fashion leaders are wearing in order to get early trend indications, and suggests seasonal themes for display and promotion.

   b. Chain organizations - In many respects the job in a chain is similar to that of a multibranch store; however, the coordinator is responsible for the mass distribution of fashion goods on the basis of wide appeal, good taste, quality, and moderate prices, rather than high style.

   c. Small stores - A small store will make the coordination job part of buyer-merchandise manager's or store owner's job description.

   d. The shop concept - A new approach to fashion merchandising involves a form of "one-stop" shopping; all related items are assembled for a particular fashion look so that careful coordination helps to simplify selection for the customer and one knowledgeable salesperson can accomodate a customer's total wants and needs.

   e. The boutique concept - A boutique carries "few-of-a kind" goods, generally of extreme styling. The goods are limited in categories but are highly coordinated. A boutique specializes in newness and exclusivity, as well as a lack of depth of assortments. Today's boutique caters to those who seek extreme styling, and even their decor is dramatically keyed to the individualized goods they carry.

ACTIVITIES

1. Have students write a short paragraph outlining the primary objectives of retail fashion coordinating.

2. Students should be able to identify the sources of secondary data that would be used to fulfill the job requirements of a fashion coordinator. Have the students identify these sources by scheduling a field trip to the library and actually doing the preliminary research on identification of secondary sources.

3. Have the students develop a checklist and compare and contrast the fashion images that different types of stores might project. Use as a guideline the store's advertising, floor layout, sales personnel, and rotation of stock.

4. Ask the student to develop a managerial plan of action for the proper coordination and implementation of a "shop environment" within a large store environment, keeping in mind the overall sales objection of the store.

D. Fashion Image

DEVELOPMENT

1. Define store image as the character or personality that the store as a whole presents to the consumers, the opinion the public has formed of the store from the store's policies and activities.

2. Then define fashion image as the reflection of degree of fashion leadership the store seeks to project, the stage of the fashion cycle that its assortment represents, and the customers it chooses to attract.

3. Discuss the methods used by stores to project a fashion image.

   a. Profiling target customers - The first step in creating a fashion image is to define the people for whom the merchandise assortments, the services, and the atmosphere of the store are planned. Only when a store has a clear profile of its customers can it try to please them.

   b. Setting a fashion merchandise policy - This is a long-range guide spelling out the store's aims, standards of quality, price ranges, and attitudes toward competition. This policy is determined by management and must be adhered to by all divisions.

4. Explain the merchandise assortment as the visible display of a store's merchandising policy in regard to fashion leadership. The target customers selected influence the newness or uniqueness of the styles, the length of time styles stay in stock, and the price levels of the assortment.

5. Describe the three basic categories of fashion leadership:

   a. Fashion leaders - Those who deal in high fashion and cater to customers who want to be in the forefront of fashion. Styles must be new and prophetic, with all the store's goods well coordinated in all areas.

   b. Mass marketers - Those with bargains in fashion that have become widely accepted. Coordination is left strictly to the customer's own initiative.

   c. Middle marketers - Those who operate between the two extremes in fashion leadership.

ACTIVITIES

1. Have students write an essay on the elements that a store considers in determining its degree of fashion leadership.

2. Have a class discussion on why it is important for a store to define clearly or have a clear-cut profile of its target group of customers before attempting to establish and implement its fashion philosophy.

3. Invite representatives from some of the local department stores to speak about their stores' image and target customers.

E. Sales Promotion and Selling Techniques

DEVELOPMENT

1. Explain that, to ensure the flow of merchandise from store to customer, sales promotions and selling techniques must be geared to the degree of fashion leadership found in the store's merchandise assortments.

2. Go over the other elements of the merchandise assortment that affect sales promotions. Include quality standards, grades, prices, the depth and breadth of the assortment, exclusivity, and brand-name identification.

3. Discuss the fact that sometimes a store may seek to change its fashion image and that this may involve a change in the target group or the inclusion of additional groups not previously served.

ACTIVITIES

Use activities from the Sales Promotion section of the last unit.

Unit XI

Producing a Fashion Show

PERFORMANCE OBJECTIVES

Students will be able to:

. state at least five specific reasons for having a fashion show.

. identify and describe at least five component parts of a fashion show production.

. develop at least two strategies required to produce a show.

. set up criteria for evaluating a fashion show production.

. write the copy for the fashion show commentator.

. successfully produce a fashion show in school.

A. The Purpose of a Fashion Show

VOCABULARY

model
backdrop
trade show

DEVELOPMENT

1. Explain to the students that a fashion show is used to attract retailers, draw the attention of fashion leaders, inform the marketplace of fashion trends, increase the status of a designer, garner marketplace feedback, and increase sales.

2. Discuss the support business involved in the production and marketing of fashion show soft goods.

3. Identify for the students the changes in accessories shown in past and current fashion show productions.

B. Types of Fashion Shows

VOCABULARY

entertainment	action
staging	dialogue
backdrops	music
scenery	publicity
display	runway

DEVELOPMENT

1. Explain that there are two types of fashion shows - formal and informal.

2. Tell students that the elements involved in a formal fashion show include, in addition to the fashions, a theme, music, sets, posters, written materials, and props.

3. List the other types of fashion shows for the students. Include in the list seasonal, ready-to-wear, specialty, co-op, designer, trunk show, charity, and trade.

4. Explain to the class that all fashion shows need a runway, a stage area, spotlights, and props.

ACTIVITIES

1. Have students discuss formal and informal shows that they themselves may have experienced and give their personal opinions of them as a selling device for small and/or large retailers.

2. Invite a fashion coodinator as a guest speaker to describe to the class his or her responsibilities in producing a show and the selling effectiveness of fashion shows.

C. Planning a Fashion Show

DEVELOPMENT

1. Tell students that you begin planning a fashion show backward, starting by planning for the target audience by assessing who the potential customers are and what size the audience will be. The second step is to select a date far enough in the future to allow enough time to prepare.

2. Ask students how to gather ideas for a show. Elicit visiting other stores to see their displays and identifying current trends in color schemes, specialty merchandise, and accessories.

3. Discuss with the class that the next step is setting the dominant theme of the show. For this you must ascertain the purpose of the show, the target market, the apparel and accessories to be shown, the sponsors in the business community, and the type of advertising that would attract the audience. After weighing these criteria a theme can be established.

4. Ask the class what must be done before the planning can proceed. Elicit that a site for the show must be selected. Explain that in order to select a proper site you must have information on audience capacity, physical layout including sight lines, and lighting availability.

5. Explain that models must be selected next and that the selection is made after the clothing to be shown is chosen. The choice is based on physical attributes, the size of the garments selected for the show, and the personality of the model.

6. Tell the students that once this is done the fitting staff must begin work. Fitters must alter the garments, and the fashion coordinator selects the accessories.

7. Explain that during this time the fashion coordinator or the show coordinator makes descriptive notes for comments, charts merchandise and model sequence, and arranges the rehearsals; arranges for the music; and sets up a fitting sheet, a model sheet, a fitting room checklist, and garment tags.

8. Describe for the students the sequence of events at a rehearsal. Talk about groupings and runway techniques. Explain the importance of staging, including standing, turning, and walking to exhibit clothing best.

9. Explain how a fashion coordinator makes up commentary cards that describe and give information on the clothing. Remind students that, as in all productions, there may be problems and that the coordinator must anticipate timing problems, changing delays, staging setbacks, and unplanned movements of the backdrops.

10. Tell the class that the final preparation is the dress rehearsal. This is the last chance before the actual show to see that everything goes as planned.

ACTIVITIES

1. Have the class stage a fashion show. Appoint committees and chairpeople responsible for:

   . displays and props.
   . advertising and publicity.
   . stage crew.
   . labeling and fitting of clothes for models.
   . ushers.

   Have students identify a hypothetical type of sponsor, the audience for the show, and the purpose and specific objectives of the show. After the student teams present an actual show or a written and visual plan for a show that includes pictures and sequence of merchandise, written commentary and examples of invitations, have the class discuss and evaluate the show's component parts and its effectiveness as a selling activity for its hypothetical sponsor.

2. If possible, have students attend a fashion show in the community to analyze and identify its sponsor, its audience, and the elements of the show. Have students discuss its selling effectiveness from the viewpoint of the audience and from their reaction as potential consumers.

Appendices

Appendix A

Federal Trade Commission Regional Offices

Federal Trade Commission Regional Office
Federal Building, 22nd fl
26 Federal Plaza
New York, NY 10007

Consumer Information
Consumer Information Center
General Services Administration
Washington, D.C. 20407
(202) 343-6171

Product Safety
Consumer Product Safety Commission
5401 Wertbard Avenue
Bethesda, MD 20207
(301) 496-7337

Consumer Affairs
Office Of Consumer Affairs
Washington, D.C. 20201
(202) 245-6164

Appendix B

Sample Report Outline

RETAILERS

PURPOSE OF REPORT

There is an old maxim in the retail business that "there are different stores for different customers." Nevertheless, all stores appear to be in the business of selling merchandise to customers, and it is commonplace to find the identical items of merchandise selling in a variety to stores of all kinds at the very same time. This being so, the purpose of this report is to take a careful look at several stores in order to evaluate the accuracy (or lack of accuracy) of the maxim.

PROCEDURE

1. Shop and compare the same type departments in each of three stores. Choose any ready-to-wear department that interests you (ex., men's clothing, junior sportswear, etc.). Choose one store from each of the groups listed below:

   GROUP A: Macy's, Gimbels, Abraham & Strauss, Bloomingdales

   GROUP B: Saks Fifth Avenue, Bergdorf Goodman Inc., Bonwit Teller, Lord & Taylor, B. Altman & Co., Henri Bendel Inc.

   GROUP C: Alexander's, Mays, Ohrbach's, Century 21 Dept. Stores

   In choosing stores, try to choose those with which you are NOT already familiar. This will help you to see them with a fresh eye. Choose main stores, not branches. Try to visit more than one on the same day.

2. In each store you visit, note the following:

   A. Name and location of store; complete description of the business location.

   B. Date, time and duration of visit.

   C. Specific department visited (ex., main floor - blouses). If the department has a name, give the name of the department (ex., Westsider Sportswear).

   D. General appearance of the store: Special physical characteristics, general ambiance, attitude, physical layout features (interior and exterior).

   E. Customer services offered.

   F. So far as you can tell, what particular customer groups does this store appear to attract? Observe the consumers entering, shopping and buying. Determine the target market each store aims at.... income, age, occupation, size range.

3. In addition to your observations concerning the store, note the following about the specific department you visit:

   A. Price range of the merchandise.

   B. Price lines which appear to be highlighted.

   C. Depth and breadth of assortment.

   D. Brands, designer names, etc. (if any) which are featured.

   E. General decor of the department -- including merchandise display - store's promotional activities, ads, mailers. Ask to see the department manager, if available, and for materials you might take with you to help with your report.

REPORT PREPARATION

1. Detail findings from each group (A,B,C).

2. Summarize results: similarities, differences.

3. Is the maxim accurate or inaccurate? Defend your answer by citing examples from your research and observation.

REPORT DELIVERY

1. Submit your written project no later than:

2. Be prepared to present your conclusions in a two-minute oral presentation to the class on:

   All reports are to be written or typed, one side of the paper only. Total 8-12 pages presented in a clear report cover.

SAMPLE REPORT OUTLINE

School Heading

FASHION

MERCHANDISING

PROJECT

1. Choose one of the following stores:

   Macy's - 34th Street & Seventh Ave.

   Ohrbach's - 34th St. & Fifth Ave.

   Lord & Taylor - 39th St. & Fifth Ave

   Bergdorf Goodman - Fifth Ave. & 59th St.

   B. Altman & Co. - 34th Street. & Fifth Ave

   Bloomingdales - Lex Ave. & 59th St.

   Saks Fifth Ave. - Fifth Ave. & 48th St. 2.

   Gimbels - 33rd St. & Sixth Ave.

2. Visit the Personnel Office. Request the following information:

   A. Qualifications for a sales position.

   B. Qualifications for an Assistant Buyer's position.

   C. Qualifications for a Fashion Coordinator's position.

   D. How one is evaluated for advancement.

3. Write a report on your findings.

4. Obtain an application and enclose it with your report.

5. Project must be handed in by _____.

Appendix C

Sources of Information

Sources of Statistical Information

1. New York State
   SOICC Director
   New York State Department of Labor
   Labor Department, Bldg. #12
   State Campus
   Room 559A
   Albany, NY 12240
   (518) 457-2930

2. Director
   Division of Research and Statistics
   Department of Labor
   State Campus, Bldg. #12
   Albany, NY 12240
   (518) 457-6181

Sources of Audio-Visual Material

1. National Audio-Visual Center
   General Services Administration
   Reference Section/PR
   Washington, DC. 20409
   (301) 763-1896

2. Adaline T. Ryan
   E.I. DuPont De Nemours & Company
   Textile Fibers Department
   Centre Road Building
   Wilmington, D.E. 19898

   Selected films may be borrowed from:
   E.I. DuPont de Nemours & Co., Inc.
   General Services Department
   Film Library
   Wilmington, D.E. 19898

   - Miletones in the DuPont Company's Textile Fibers History
   - DuPont Fibers Facts - Film: "The Way It Is With Man-Made Fibers"
   - Facts About Fabrics
   - If You're Thinking Sweaters, Craft Yarns or Other Knits... Think DuPont Fibers
   - Home Cleaning Guide for Articles Containing DuPont Fibers
   - Sewing Tips - Lycra Spandex
   - Sewing Tips - Qiana fabric, Lycra and Dacron Polyester

3. James A. Morrissey, Director
Communications Division
American Textile Manufacturers' Institute
1101 Connecticut Avenue, N.W.
Washington, D.C. 20036

4. "Swatch Charts"
American Textile Manufacturers' Institute
1501 Johnson Building
Charlotte, N.C. 28281

5. Sid Smith, President
National Assn. of Hosiery Manufacturers
447 South Sataaron Amity Road
Charlotte, N.C. 28211
Request literature on the manufacturing of hosiery

6. Henri Givenchy, Inc.
680 Fifth Avenue
New York, NY 10022
"The Portrait of a 20th Century Man"
Film on Givenchy - The Fashion Designer

7. "Dictionary of Textile Terms"
Dan River Mills
111 West 40th Street
New York, NY 10018

8. Ann Susan Bowers
Public Relations
Burlington Industries
1345 Avenue of the Americas
New York, NY 10019
Requests for Swatches & Promotion Material

9. Celanese Fibers Marketing Co.
1211 Avenue of the Americas
New York, NY 10036
Requests for samples of Fortran Fibers and Swatches

10. Leather Facts
New England Tanners Club
P.O. Box 371
Peabody, Mass. 01960
Requests for Brochures & Leather Swatches

11. Vassarette
261 Madison Avenue
New York, NY 10016
Requests for Slides & Promotional Material

Appendix D

Department Name _____ Department No. _____

SIX MONTH MERCHANDISING PLAN

	PLAN (This Year)	ACTUAL (Last Year)
Workroom cost		
Cash discount %		
Season stock turnover		
Shortage %		
Average Stock		
Markdown %		

SPRING 19– / FALL 19–		FEB. / AUG.	MAR. / SEP.	APR. / OCT.	MAY / NOV.	JUNE / DEC.	JULY / JAN.	SEASON TOTAL
SALES $	Last Year							
	Plan							
	Percent of Increase							
	Revised							
	Actual							
RETAIL STOCK (BOM) $	Last Year							
	Plan							
	Revised							
	Actual							
MARKDOWNS $	Last Year							
	Plan (dollars)							
	Plan (percent)							
	Revised							
	Actual							
RETAIL PURCHASES	Last Year							
	Plan							
	Revised							
	Actual							
PERCENT OF INITIAL MARKON	Last Year							
	Plan							
	Revised							
	Actual							
ENDING STOCK July 31 Jan. 31	Last Year							
	Plan							
	Revised							
	Actual							

Comments

Merchandise Manager _____ Buyer _____

Controller _____